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ABSTRACT

This document reports on a study of the resources available for teachers and on the usage of these resources in British Columbia. The methodology of the study was as follows: questionnaires were sent to all British Columbia schools, all district resources in British Columbia, and teacher organizations in other provinces; on-site visits to selected schools, the examination of internal records from the British Columbia Teacher Federation for patterns of usage, and the results of an experiment conducted at Fairburn Elementary School, Victoria which examined teacher usage at the University of Victoria library were also employed as methods. Analysis of results indicated that present professional educational resources and services are scattered in bits and pieces and uncoordinated; they must be coordinated to meet adequately even the present level of restricted demands of teachers. Eleven recommendations are made, including suggestions that a provincial professional education services council and a similar council for each school district be established. Descriptions of the resources available in selected districts, tables containing data from the study, and a description of the Fairburn experiment are also included in this document. The appendixes contain summaries and breakdowns of responses to questions on the questionnaire. (JA)

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Professional Resources for Teachers:

Needs and Networks

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INTRODUCTION

The generating force behind this study has really been the alarming suspicion in the minds of many thoughtful teachers that their profession, despite platitudes about innovation and some real efforts at in-service education, is not doing the most basic thing it could to insure day-to-day changes in the classroom. That is, of course, to make available to each instructor the current books, journals, and audio-visual materials which can keep him/her abreast of the kaleidoscopic changes occurring in the field. It is all very well to insist that teachers complete university degrees or to sponsor sporadic workshops in remote areas of the province, but we must realize that the only system of continuing education that can possibly help any individual at any time is a well-organized network of professional materials and personalized library service.

There are cynics who claim that this would be a futile effort because most teachers either want to continue teaching in comfortable ways or labor under such overwhelming course loads that they never have time for professional reflection. Fortunately, such depressing views are not altogether supported by the evidence. Indeed, although only a minority of our 25,000 teachers consistently try to keep up with educational progress, there are now enough leaders who do so to cause some major problems for existing professional collections. This can be seen, for example, at the BCTF Resources Center where the librarian cannot begin to meet the material and service needs of innovative teachers and has had to take such actions as restricting advertising and delaying the publication of a book catalog that would generate even more requests. It can also be seen at the universities where pressure on hopelessly inadequate professional collections by undergraduates who are reading far more than they used to is being augmented by a growing demand for access by practicing teachers participating in an expanded night school program or pursuing research on their own. And it can certainly be seen by people such as the staff at the Educational Research Institute of B.C. who encourage teachers struggling with new ideas and concepts without benefit of even the most elementary professional tools. For these educators, and the thousands of others who need only a little encouragement, the profession has a collective responsibility.

A step towards the fulfillment of this responsibility was the holding of a meeting at the B.C. Teachers' Building on February 14, 1974. This was attended by representatives of the Department of Education, Library Development Commission, Educational Research Institute of B.C., British Columbia Teachers' Federation, and several universities and colleges. The discussions centered primarily around a consideration of the role of the BCTF Resources Center and the responsibility other institutions might have in serving the professional needs of teachers. Although the debate was interesting it soon became apparent that nobody really knew what was available or where teachers were going for help. To find some of the answers a four-member committee was consituted with the task of designing a survey and submitting proposals. Funds to support its work subsequently came from the B.C. government, the BCTF and ERIBC.

In order to gather essential objective data, questionnaires were sent to all schools and district resource centers in this province and to selected educational institutions across Canada. The results of these were analyzed by computer and searched for trends. More subjective impressions were then sought by making as many in-depth visits as could be carried out by four people in a short time. There are a few weaknesses in the study that are primarily due to a time schedule imposed by the closing of schools and the needs of the BCTF Executive Committee. The authors are unanimous, however, in their conviction that they have arrived at an accurate impression of what the present situation is and all feel comfortable with the recommendations which are, in any case, seen as a suggested route rather than an unalterable formula.

SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS

In summary, present professional educational resources and services are scattered, in bits and pieces, and unco-ordinated. They must become co-ordinated in order to meet adequately even the present level of restricted demands of teachers. Adequate planning with consideration of alternative systems now need to commence by all groups concerned so that they, in concert, will develop the capacity to anticipate and meet a vastly increased number and greatly expanded array of teacher demands.

There follows in summary 11 recommendations, the intent of which is to provide a high road with numerous built-in alternative pathways for thousands of teachers to tread as they pursue and expand their own growth and development.

It would be redundant to emphasize that the educational future of the province depends on this.

Number	Recommendation	Kind of Recommendation	To Whom Chiefly Addressed
1.	That a provincial professional educational services council be established.	process	BCTF and B.C. Government (i.e., Library Development Commission)
2.	That in each school district a district professional educational services council be established.	process	each local association of the BCTF
3.	That school districts budget outside the operation of the present finance formula on a per teacher shared formula basis for the purchase of professional educational resources and for the maintenance of these resources and services.	content or specific	each school district
4.	That each school district should be able to claim a reimbursement on a special formula basis from the province for its contribution to the district's professional educational resources and services.	content or specific	B.C. Government (i.e., Department of Education)

Number	Recommendation	Kind of Recommendation	To Whom Chiefly Addressed
5.	That in order to encourage two or more school districts to provide regional professional educational resources and services, the share of provincial funding should be increased substantially.	content or specific and process	B.C. Government (i.e., Department of Education) and each school district
6.	That each school district to be eligible for the provincial funding for its professional educational resources and services be required to: - subscribe to the Education Index and to the Canadian Education Index. (This is a minimum requirement if any kind of district reference service is to be provided.) - subscribe to a constantly updated list of at least 25 professional educational journals. - provide Xerox facilities. - provide a reader/printer for microfiche.	content or specific	each school district
7.	That the BCTF Resources Center should focus its present services as one step toward a provincial professional educational resources and services system.	content or specific	BCTF
8.	That in view of the fact that the BCTF Resources Center will be assuming a more unique (non-duplicating) function than heretofore in providing more restricted direct informational but increased reference services on professional educational matters and that it will be co-ordinating these services among the various school districts, the Department of Education should make a yearly grant of $35,000 to the Resources Center's budget.	content or specific	B.C. Government (i.e., Department of Education)

Number	Recommendation	Kind of Recommendation	To Whom Chiefly Addressed
9.	That the provincial specialist associations as well as other interested groups can work in conjunction with the Resources Center staff to insure the maintenance of a broadly representative but balanced "basic" collection of educational books.	content or specific	Provincial specialist associations and the BCTF Resources Center
10.	That the universities of the province should be requested to provide a wide and encompassing range of educational materials, that these university libraries should continue to make their materials available through inter-library loans; and that the UBC library make its ERIC computer retrieval service also available to educators in the province.	content or specific	universities
11.	That educational institutions such as the universities, the Educational Research Institute of B.C. and the B.C. Teachers' Federation, devise new structures and processes to assist teachers in the design, preparation and production, and in the use of audio-visual materials on professional educational matters.	content or specific	universities, ERIBC, BCTF

DESIGN AND PROCEDURES

A. DATA COLLECTION

A pilot test of the questionnaires was conducted prior to final mailing of over 1,500 questionnaires. Approximately twenty questionnaires were sent to schools and two were mailed to district resource centers. Schools and resource centers covering a wide range of sizes were chosen.

Unfortunately, a mail strike prohibited the return of the questionnaires in time for the information to be used in making modifications. The end-of-school year deadline forced the investigations to send out final questionnaires identical to pilot questionnaires. One major weakness was later noted in the instrument regarding the question dealing with audio-visual materials and is discussed later in the report.

1. *Pilot questionnaires* were sent to 20 schools, and 2 district resource centers. Due to a mail strike most of these questionnaires were not returned before the scheduled mailing date for the bulk of the questionnaires. From those which were returned, no alterations appeared to be necessary.

2. *Questionnaires* were sent to:
a. all B. C. schools (1,560). The return rate was 64%
b. all district resource centers in B. C. (60). The return rate was 75%.
c. teacher organizations in other provinces (21). The return rate was 62%.

3. *On-site visits* were made to a selection of schools, district resource centers, other educational institutions, public libraries and some educational resource centers in other provinces. In-service professional resources for other professions (e.g., medical, legal) were also examined.

4. *Internal records* from the BCTF Resources Center were examined for patterns of usage.

5. *The results of an experiment* conducted at Fairburn Elementary School, Victoria, were made available. These indicated teacher usage of the University of Victoria library under a special arrangement.

B. DATA ANALYSIS

The school questionnaires were analyzed by computer and results were examined in several ways. These were:
a. overall results
b. breakdown by region (as defined by Community College Task Force report[1])
c. breakdown by type of school
d. breakdown by size of teaching staff
e. breakdown by "possession of professional collection" (yes/no)
f. breakdown by individual district.

The district resource center questionnaires were also analyzed by computer and results were examined in the following ways:
a. overall results
b. breakdown by region
c. breakdown by individual district center.

The questionnaires to teacher organizations in other provinces were simply reported individually in a summary table.

The on-site visits were summarized by members of the project team who visited specific regions of the province.

Information on the BCTF Resources Center was obtained from borrowers' cards, circulation and ordering statistics, examination of reference questions handled.

The data from the Fairburn experiment was obtained from D. Hamilton, Librarian, Curriculum Laboratory, Faculty of Education, University of Victoria. Tabulations of borrowing by teachers from the university library were given.

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[1]B. C. Department of Education Task Force on the Community College. "Towards the Learning Community"; working paper. (Victoria) 1974, page 34.

DISCUSSION OF QUESTIONNAIRE RESULTS

1. *School Questionnaire - All Schools Combined*

It should be noted that about 75% of the returned questionnaires came from elementary schools. Further analysis was therefore conducted of all questions by school type. (See school questionnaire - breakdown by school type.)

The results indicated that about 70% of schools have a professional collection[1] in the school and about 72% have either a half-time or full-time teacher-librarian.

However, more than 43% of the schools have less than 25 titles and more than 80% of the schools have less than 100 volumes of professional material. Many of these materials are older than five years. Most schools (77%) have only five professional periodicals or less.

Professional materials are primarily located in the school library (39%) and the staff room (21%). However, only 55% of the schools have these materials cataloged. About half of the schools reported that 1-2% of the library budget is spent on professional materials and most (68%) receive the money from the school board.

Only about 50% of the schools reported that more than half of their teachers use the district resource center. Almost three-quarters reported that less than 25% of their teachers use the BCTF Resources Center. Teachers seem to use many other sources for professional materials and services, especially the public libraries (66%). Public library use ranged from 39% (Cariboo) to 85% (Vancouver city).

Teachers had numerous suggestions for best meeting their professional needs. (See question 17.)

2. *District Resource Center Questionnaire - All Centers Combined*

Most (85%) of the district resource centers reported that they have a professional collection. Most (67%) have one full-time professional staff-person and about 89% have at least one full-time clerical staff-person.

Almost a quarter reported that they have over 1000 volumes of professional material. Almost half (44%) reported that 50% or more of their material has been published since 1968.

Almost two-thirds (62%) have less than 15 professional periodical titles, most centers (84%) catalog their professional materials.

About half spend between 1-2% of their resource center budget on professional materials. Almost a third (30%) spend over 3%.

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[1]The visits indicated that many schools answered positively to the question on professional collection, when in fact they had only a few books.

It also became clear that despite attempts of the committee to clarify the issue many people were still unable to distinguish between professional and curriculum materials.

Many centers reported (38%) that over 75% of requests for professional materials came directly from teachers. Two-thirds (67%) reported that under 25% of requests are routed through school libraries. About three-quarters of the centers reported that less that 25% of requests for professional information on materials are referred from the district resource center to the BCTF Resources Center. Resource centers use many other sources as well.

Numerous suggestions were made (Question 17) regarding the question about how professional needs of teachers in their district can best be met.

3. *School Questionnaire - Breakdown by School Type*

Analysis of all questions by school type reveals some major differences among schools.

Only about half (49%) of the elementary schools have a full-time teacher-librarian while 79% of secondary schools have one. Secondary schools tend to have more professional periodical titles (35% have 6 to 15 titles) than elementary schools (74% have 1 to 5 titles). More secondary schools (70%) than elementary schools (52%) catalog their professional materials. Elementary teachers tend to use the district resource center, as well as the BCTF Resources Center, more than secondary teachers.

4. *School Questionnaire - Breakdown by Teacher Population*

There is a clear relationship between school size (number of teachers) and whether or not the school has a full-time teacher-librarian. Also, larger schools have more professional periodical titles. Most schools having under 11 teachers tend not to catalog their professional materials (60%).

Small schools tended to have a higher percentage of staff using the district and BCTF resource centers.

5. *School Questionnaire - Breakdown by Possession of Professional Collection*

The responses to all questions were compared between schools having a professional collection and schools having none.

As expected, schools reporting possession of a professional collection have more professional volumes (more modern ones as well), more professional periodical titles, and more frequent cataloging of materials.

6. *School Questionnaire - Breakdown by Region*

Although some regional differences can be noted, overall differences among regions are not as marked as expected. Differences can be observed by referring to the results.

PROFESSIONAL RESOURCES: Kootenay Area

Thirteen visits were made in this area to elementary and secondary schools, district resource centers, public libraries, and community colleges.

1. *Print Collections*

Most elementary and secondary schools had very small professional collections. For the most part these consisted of a few journals and books spread throughout the schools, but one had a formal teachers' library adjacent to the library stacks. Both Selkirk College and Notre Dame University have reasonably extensive collections of educational books. The Fernie Public Library has no professional books specifically intended for teachers. At the Cranbrook Public Library there are about 150 professional texts. The Library Development Commission regional office in Cranbrook keeps about 400 to 500 books which are distributed throughout the Kootenays.

A few professional journal titles are to be found in schools and board offices but the most extensive collections are at the two tertiary institutions which each keep about 40 titles plus the Education Index and Canadian Education Index. In addition, Selkirk College subscribes to the ERIC indexes.

2. *Audio-Visual Equipment and Materials*

All of the institutions visited had photocopying equipment. In many of the schools this was of the "Thermofax" type but the colleges, board offices, and public libraries all had "Xerox" type copiers suitable for duplicating journal articles.

Most schools had a good selection of audio-visual equipment which was usually stored adjacent to the library. The colleges also have a wide range of equipment but only Selkirk tries to serve those off campus. The school boards maintain back-up equipment centers and Kimberly has a technician who is setting up a videotape collection that will serve four districts.

Outside the college and university, there was no microform to be found and none of that at Selkirk or Notre Dame was professional teachers' material.

3. *Acquisition and Loan Policies*

All schools in this area claimed to rely on teacher requests and book reviews for deciding what goes into professional collections and no reasonable request has ever been refused. The problem has been a lack of requests. The tertiary institutions split their acquisition budgets between departments and have reference and acquisition librarians to control them. The school board collections are either built upon personal gifts or, as in the case of Cranbrook, setting aside about $100 yearly especially for this purpose. The public libraries will buy some education books but will try to keep these to 5% or less of their total budgets.

Most schools loaned their books on a two-week basis but were flexible with teachers. Selkirk College has a completely open policy and loans books to anyone in the community while Notre Dame serves only its own students and faculty.

4. *Use of Materials*

The use of professional education materials in this area is light and inconsistent. When teachers must go beyond their own schools they usually go to school board collections. In addition, Selkirk library is used frequently because of its open policy. Selkirk Senior Secondary School in Kimberly reported making frequent use of the BCTF Resources Center, but this was an exception. Most school librarians indicated that teachers knew little about this source. Some also used the public library collections in their districts and seemed to go to them most frequently for books to back up course work.

5. *Responsibility for Collection Building*

Teachers and principals seem to be unclear in their convictions about who should be building professional collections. Some feel that schools and teaching departments should provide these out of their regular budgets while others think that it could best be done centrally in district resource centers or school board offices. There was some feeling, especially at Nelson, that the two tertiary institutions in the area should provide this service. As has been noted, the colleges themselves have differing views on serving professional and community groups. The public librarian in Cranbrook felt that public libraries should interest themselves in professional materials but the LDC librarian felt that such books should be bought with professional fees by the BCTF.

Equally unclear was the feeling about professional audio-visual materials. There is almost none available now and few see a large demand for it in the immediate future. The East Kootenay videotape library, however, will soon be in operation and could handle some materials, and Selkirk College thought that their collection could include 16 mm film and videotape for in-service education. In the near future the BCTF collection will probably remain the most useful.

6. *Summary*

In this area the availability of professional materials for teachers has certainly not been given a high priority. There seemed to be much confusion about what constituted "professional" as opposed to curriculum items and many contradictory notions about how they should be handled. The school boards in the region are far behind others in the development of district resource centers so that one level of organization is lacking. There is a fairly strong pattern of borrowing and inter-library loans developing which involve the two post-secondary institutions and public libraries.

PROFESSIONAL RESOURCES: Okanagan and Kamloops Areas

Sixteen visits were made in this area to elementary and secondary schools, district resource centers, public libraries, and community colleges.

1. *Print Collections*

Most of the schools and resource centers visited claimed to have professional collections but, with the exception of the district resource center in Vernon, these turned out to be not much more than smatterings of disorganized and older books. The colleges at Vernon and Kamloops and the Thompson-Nicola Public Library system had nothing whatsoever in this field.

Teachers' periodicals are virtually nonexistent in the schools and public libraries while the district resource centers and colleges held only a very few of the basic titles such as the Instructor, Teacher, Education Digest, and English Journal. Except for Norkam Senior Secondary Scool which subscribes to the ERIC materials, nobody in this whole region kept any of the professional periodical indexes. However, the Thompson-Nicola Public Library indicated that it intended to acquire some of these.

2. *Audio-Visual Equipment and Materials*

Most places visited had photocopying facilities of some nature although, in the case of the schools, this was most often of the "Thermofax" type which is not capable of duplicating articles without ripping out pages.

All schools had basic viewing and listening equipment on which to play any professional materials that would be available. Some secondary schools had their own video equipment and more was available to teachers through district resource centers. One college ran an audio-visual course and had equipment available for internal use while the other had very little. The Thompson-Nicola Library does not yet have any equipment but it intends to acquire some which will then be on loan to the public, including teachers.

Except for Norkam Senior Secondary, which has a microfiche reader, microforms and readers are not to be found in the school system. However, two of the resource centers and the Thompson Nichola Public Library are considering the use of microfilm in the future. Both colleges have microfiche and microfilm readers.

3. *Acquisition and Loan Policies*

In schools and resource centers the building of professional collections seemed to occur as the result of sporadic requests and donations. Nowhere was there evidence of any planning. Expenditures were taken from different budgets and were unplanned.

Most of the schools restricted their materials to their own staffs although three suggested they would loan to others. The resource centers claimed they would loan to anybody providing there was no overwhelming demand. Okanagan College has a completely open lending policy while Cariboo College serves only students and staff. The Thompson-Nicola Public Library, of course, makes loans to anyone.

4. *Use of Materials*

It appears as if few teachers use professional materials consistently. In some cases, such as Revelstoke, this is possibly because the teachers are so far from any useful collection.

Most people interviewed were fairly familiar with their own district resource center but had very little knowledge of the services offered by the BCTF Resources Center.

Workshops and courses did not seem to have much impact on schools except in the case of Harwood Elementary where the staff had acquired the habit of using the library. District resource centers, however, reported a heavy demand for professional materials before and after such in-service opportunities.

5. *Responsibility for Collection Building*

The overall feeling that emerges is that continuing professional education for teachers should not be the responsibility of any one agency, but should be everyone's job: the individual, the school, the district, the region, the college and university, the public library, the Department of Education, and the BCTF.

Elementary teachers usually favored building the basic collection in the district resource center while many secondary teachers felt that at least some books and journals should be in the school. District personnel saw their chief role as suppliers of curriculum materials but thought they had a responsibility for professional education too. The school librarian was seen as an important liaison between schools and district resource centers. All teachers looked to the BCTF for direction and current awareness regarding professional matters.

The colleges felt that their collection-building should be relevant to their courses so that, unless they enter the field of teacher education, they will never have extensive collections for professional teachers. The public library felt that it had to give first priority to the needs of the community as a whole but expressed a willingness to assist with distribution.

Because of the cost of professional audio-visual materials it is impossible that these should be kept at the district level. In any case, its use would be primarily for group in-service training. Those materials which are not in constant use were felt to be best handled centrally through the BCTF.

6. *Summary*

The subject of professional resources for teachers has pretty well been neglected in the entire area visited. The most interest was shown in connection with in-service programs in the more "active" places. The least interest and confusion about such resources was evident in the more isolated areas where no facilities are available and no patterns of in-service education have been established. The need for co-ordination of service was stressed.

PROFESSIONAL RESOURCES: Nanaimo, Qualicum Beach, Tahsis Areas

Five visits were made in this area to elementary and secondary schools, a public library, and a community college.

1. *Print Collections*

Neither the elementary nor the secondary schools in this region appeared to have any collections of professional books whatsoever. Malaspina College had a very extensive and well used selection of books concerning early childhood education because they offered a course in that field. No other area of teacher concern, however, was really covered. Vancouver Island Regional Library had approximately 300 volumes dealing with general educational topics which they had bought in response to teacher and parent demand.

Tahsis River Elementary School was the only one found to keep any educational journals and their collection was restricted to a few popular titles. The principals suggested, though, that several teachers subscribed to magazines as individuals. This was especially true of PSA publications. Malaspina College took about twenty-five educational journals and had the Education Index. Vancouver Island Regional Library kept no teachers' journals and no indexes.

2. *Audio-Visual Equipment and Materials*

Photocopying facilities were available in all schools but it seemed as if they were reserved for office and secretarial use. Malaspina College, however, had facilities designed for use by students, faculty, and the public.

All schools had the basic viewing and listening equipment necessary for using most professional audio-visual materials, including videotapes. Malispina had a very sophisticated audio-visual facility although it was located apart from the library. Vancouver Island Regional Library has cassette audio-tapes but these are not about educational matters. This also seemed to be true of the software collection at Malaspina because, of the 240 videotapes looked at, only six related at all to teaching or children.

The only microfiche and microfilm found was at Malaspina College and none of it seemed to be for teachers. However, the equipment could be of use.

3. *Acquisition and Loan Policy*

The teachers in this area may draw from an in-service education budget of $5 to $7 but this is primarily used for travel to and from workshops and summer courses. There is no active policy of acquiring educational books and journals. At Malaspina the policy is to back up the courses that are offered first and then accept other suggestions from faculty and students. Vancouver Island Regional Library purchases materials that would interest the general public, including some about schools and teaching.

Both Vancouver Island Regional Library and Malaspina College have "open" borrowing policies so that anyone can use their materials. The only exception to this is the college audio-visual materials which are restricted to student and faculty use.

4. *Use of Materials*

It seems as if almost no teachers in this region use library-owned professional materials. Except for the books concerning young children at Malaspina there just isn't any decent collection.

Most people in Nanaimo and Qualicum Beach were familiar with the district resource center in Nanaimo and many used it for "curriculum" items but never for in-service training. The librarian at Malaspina indicated that the college often sent professional materials to Qualicum Beach and Parksville. Teachers at Tahsis felt very isolated and put more stress on the need to get out to Vancouver to take courses.

In no institution was there any awareness of increased demand due to professional days or workshops.

5. *Responsibility for Collection Building*

Everyone interviewed felt that some system of collecting professional print and audio-visual materials was necessary but there was no consensus of opinion about how this might be done. Most suggested some sort of shared responsibility between the BCTF, Department of Education, and local school boards. Most thought materials should be housed centrally at either the district or regional level.

6. *Summary*

Until now there really hasn't been any thought given to professional education resources in this area. There still is, in fact, some doubt that teachers will have the time or energy to study anything other than the subjects they are teaching. There will certainly have to be some leadership provided to create an atmosphere that will lead to continuing education and true professionalism.

PROFESSIONAL RESOURCES: Prince George to Prince Rupert Areas

Twenty-three visits were made in this area to elementary and secondary schools, district resource centers, public libraries, a community college, and a hospital library.

1. *Print Collections*

All district resource centers and most schools had "a few" books which were distinct from the curriculum oriented library collections. With the possible exception of the district resource center in Prince George, however, these smatterings of texts were so few in number and/or old as to be virtually useless. Neither the College of New Caledonia nor the public libraries of the region had anything at all of this nature.

The situation in regard to professional journals was especially bad. A few titles such as the Instructor, Teacher and Social Education were to be found in a few places but they were so few and far between that one could almost say that teachers in the northern area of British Columbia have no access to current professional thought. Prince George was the only center where anything like runs of journals - even the PSA publications - could be found. The district resource center in that city also subscribed to the Education Index, Canadian Education Index, Canadian Periodical Index, and Library Literature but these were found nowhere else.

2. *Audio-Visual Equipment and Materials*

Copying equipment was usually available although it was most often of the inferior "Thermofax" type. There seems to be a strong desire to have good "Xerox" type copiers available and teachers said that they were putting pressure on school boards to provide these.

Every school seemed to have the standard viewing and listening equipment needed to handle professional materials either in its own storeroom or available in a district depository. The College of New Caledonia had standard audio-visual equipment available for internal use and one public library had some that could be used by the general public. Audio-visual software for "teaching purposes" was borrowed from district resource centers or from the Department of Education's library in Vancouver. Nowhere, however, was there any professional audio or visual materials whatsoever.

Microform readers and some "curriculum" materials were found in Prince George and Prince Rupert but none of the film was professional in nature.

3. *Aquisition and Loan Policies*

In theory, decisions concerning what goes into professional collections are made jointly by teachers, principals, and librarians. In fact, however, very few teachers ever suggest purchases so that librarians and a few interested principals decide what to buy.

There seems to be no special budget for professional materials so money is taken from the library budget or from petty cash. Many people insisted, however, that money was not the problem. Apathy is. Even so, it would seem that the lack of an established fund for teachers' books makes schools neglect professional collections.

Lending policies vary but all librarians seemed to have a very flexible policy concerning professional reading. The demand everywhere was so slight that turnover was no problem.

4. *Use of Materials*

By and large, teachers in this area knew little about the location and organization of professional materials. There were many who were not even sure what was in their own school. Most were reasonably familiar with the curriculum collections at their district resource center almost nobody used it for in-service education. Those interviewed had heard of the BCTF Resources Center but only a few interested administrators had used it.

Everybody felt that continuing education was a very necessary thing and that professional materials were a part of that but there was some feeling that a first step should be a more regular system of workshops, short courses, and locally given credit courses. The sporadic efforts now made in that direction do not seem to generate much interest in professional reading.

5. *Responsibility for Collection Building*

Opinions differed greatly concerning the responsibility for building professional collections. Many teachers, especially in elementary schools, seemed to think that each school should build adequate collections because anything not right at hand would never get used. An equal number, however, felt that the district resource centers should play the major role in this area in order to avoid duplication. The latter tended to be librarians, principals, or high school specialists who were more accustomed to using central collections.

Nearly everyone thought that the BCTF Resources Center should be expanded greatly as a back-up library. There was much enthusiasm for a printed catalogue which would make this collection much more useful. Many also felt quite strongly that the university libraries should play a major role in the continuing education of teachers despite the fact that their first priorities were to the education students.

All felt that professional audio-visual materials should be widely used at workshops and short courses but most doubted if individuals would ever use them very much for self study. Again, opinions differed as to where the responsibility of supplying them should be. District resource centers and the BCTF Resources Center were the most frequently mentioned although several people suggested that the B.C. Audio-Visual Branch should get into the professional field with videotapes and 16 mm film.

6. *Summary*

There is almost nothing in the way of organized professional materials for teachers in this part of the province and therefore few are trying to keep up with developments in their teaching specialty. Some, for example, most principals, are very concerned about this but there seem to be many who feel that teachers will always be too busy to read outside of their preparation for lessons. There is, therefore, a recognition of a theoretical need but there is not now any active demand. Leadership will be needed as well as materials if this situation is to be changed.

PROFESSIONAL RESOURCES: Greater Vancouver Area

Ten visits were made to various educational institutions in the area but no attempt was made to look at individual schools or most district resource centers.

1. *Print Collections*

- The University of British Columbia and Simon Fraser University, of course, have the largest collections as well as the largest number of consistent users. Both have about 40,000 to 50,000 professional teachers' books depending on the definition given to that term. Nearly all subjects are covered reasonably well except for a few specialties. Perhaps the most notable of these is the technical-vocational option where most of the students receive their training at the Division of Industrial Education in Burnaby. At the present time the University of British Columbia's collection is split between the Curriculum Lab and the Main Library although that will change with construction of a new Education Library in the fairly near future. There has been no real effort for the two Faculties of Education to co-operate so that the libraries could avoid duplication. There is a great deal more pressure on the books at the University of British Columbia since there are far more students there and Simon Fraser University uses a program of teacher-training which puts students out in the schools for a great deal of the term.

- The community colleges in the Vancouver area have purchased books to back up their own courses in the "teaching" field such as "pre-school education," "library assistants," and "classroom assistant." Each college seemed to have about 1,000 or so books about teaching.

- The BCTF Resources Center now has about 8,000 volumes. They are nearly all professional books which deal with ideas of current concern to teachers.

- The Vancouver Teachers' Professional Library at Langara Campus houses a collection of some 12,000 volumes that are largely a duplication of the materials at the BCTF.

- The British Columbia School Trustees Association keeps a small library of books, reports, and journals of interest to trustees throughout the province. Its size now is about 2,000 volumes.

- The Educational Research Institute of B.C. has copies of final reports of its research projects.

- The universities subscribe to about 300 to 350 journals which could properly be described as "professional" in nature. Again, there has been no effort to co-operate and the two collections pretty well duplicate each other. In many cases, however, the University of British Columbia's extends back to much earlier dates but these older volumes are little used by regular undergraduates. A weakness in both collections is the coverage of the magazines published by institutions and teacher organizations, especially those covered by the Canadian Education Index. Both institutions keep all the standard journal indexes including those from ERIC but the University of British Columbia is the only place in the Lower Mainland which subscribes to all the microfiche.

- The number of teachers' journals at the community colleges in this area varied from 35 to 75 with the emphasis on covering course work. Most carried the Education Index and CIJE but none had the Canadian Education Index or Research in Education.

- The BCTF Resources Center lists about 700 "journals" in its catalogue but many of these are government statistical reports or newsletters. Nevertheless this library is one of the best sources in B.C. for journal articles about teaching and especially about teaching in Canada.

- The Vancouver Teachers Professional Library takes 76 journals, the Education Index, and the Canadian Education Index.

- The BCSTA Library subscribes to only a very few journals, most of which are the most commonly taken in the other libraries surveyed.

2. *Audio-Visual Equipment and Materials*

All of the institutions surveyed had good photocopying equipment that could duplicate journal articles for teachers.

Similarly, with the exception of the Education Research Institute of B.C. and the B.C. School Trustees Association, they all had very well equipped audio-visual facilities that could handle most types of professional software available.

The availability of this software, however, is not nearly so widespread.

- The University of British Columbia Faculty of Education holds about 100 16 mm films and nearly 400 videotapes about teaching, for faculty use only. In addition, the Instructional Media Center on campus has about another 50 16 mm films that could be termed professional. At Simon Fraser the Faculty of Education and Audio-visual Department together have about 75 16 mm films and 35 videotapes about teaching.

- All the colleges had a number of 16 mm films, videotapes, audiotapes, and filmstrips but relatively few of these tended to be about teaching or schools.

- The BCTF Resources Center now has about 200 audiotapes, 80 films, 75 media kits and 25 videotapes for loan to teachers across the province.

- Vancouver School Board's Audio-Visual Department has about 60 films, 150 videotapes, and a fair number of audiotapes and filmstrips on professional matters.

- The Provincial Educational Media Center has a collection of several thousand films but only about 60 are professional. They now also have a small number of videotapes.

- The Regional Film Library in Burnaby also has 15 or 20 teachers' films in their collection of 1,500.

3. *Acquisition and Loan Policies*

Each of these institutions has developed its own acquisitions policy to suit the requirements of those it serves and the limits of its budget. Practising teachers, however, can, and often do, request that items be purchased by them.

So far the universities feel that they cannot provide services to teachers unless they also happen to be taking formal courses. This is despite the fact that the BCTF Resources Center does loan to education students. Thus, access is limited severely to the only comprehensive collections of books, journals, and government reports in the province. The community colleges generally have an "open" loan policy for books but either change fees or put restrictions on film bookings. Vancouver School Board facilities and the Regional Film Library run by Burnaby and New Westminster serve only teachers in those districts. Provincial government collections, of course, are open to all teachers.

4. *Use of Collections*

Almost all of these collections seem extremely well used by their respective patrons. Indeed, some of them support loan rates out of all proportion to their size. The 20,000 or so "methodology" books in the University of British Columbia's Curriculum Lab, for example, are responsible for at least 100,000 loans per year and films from the Provincial Educational Media Center and BCTF must be reserved well in advance. Except for formal inter-library loans there is little co-operation between any of these institutions.

5. *Responsibility for Collection Building*

In this region there are four types of libraries: those serving primarily students, those serving teachers in one district, those serving all teachers, and those serving small specialized groups. The librarians responsible for collection building seem very much aware of the problems of their own clients and do not see much chance of integrating policies to meet the demands of a different group of borrowers.

The feelings about professional audio-visual materials are especially unclear. With the notable exception of the BCTF Resources Center no library is trying to integrate such materials with book and journal collections.

6. *Summary*

This region is really the only one where decent collections of print and nonprint professional materials can be found. Each one of them, however, is being used by an exclusive group and is being developed with no thought to the total needs of teachers and education students. Nor are any of the collections anything more than adequate for the group using them. All responsible librarians seemed to feel that they would like to do more but were hard pressed to serve present demands. If the Lower Mainland libraries are to ever back up a provincial network they will all have to be given a great deal more help.

PROFESSIONAL RESOURCES: Victoria Area

Visits were made to the University of Victoria, Camosun College, the Department of Education, and LEARN. No schools or district resource centers were seen in this area.

1. *Print Collections*

The University of Victoria, of course, has a large professional collection which is used to back up the courses offered in the Faculty of Education. Most of the newer "methodology" books are now in the Curriculum Lab while more theoretical subjects are still in the main library. Camosun College so far has almost no texts in this field but hopes to buy in the area of vocational-technical education since new programs are beginning in that area. The Department of Education's library covers the whole field of professional education but it is very small and primarily for internal use.

The Department's library did include about forty of the most heavily used professional journals and runs of the Education Index, Canadian Education Index, and ERIC. The University of Victoria had a large journal collection covering just about all the titles teachers would ever want to consult for in-service education, as well as indexes and the more recent ERIC micro-fiche collection.

2. *Audio-Visual Equipment and Materials*

All libraries had photocopying equipment available which was capable of reproducing articles and sections from books.

Neither the Department of Education nor LEARN had audio-visual equipment for viewing software but both Camosun and the University of Victoria had very large sophisticated assortments of equipment. LEARN has a growing collection of video and audiotapes which include summaries of conferences, lectures by visiting educators, and reports of special projects in schools. The Curriculum Lab at the Faculty of Education had a fairly extensive assortment of filmstrips, kits, pictures, slides, and tapes but almost all were of a "curriculum" nature.

Microform readers were to be found both at the University of Victoria Library and at the Department of Education. The university now subscribes to ERIC and the Department buys selected documents.

3. *Aquisition and Loan Policy*

Both the University of Victoria and Camosun College have librarians in charge of collection building but also rely heavily on faculty and student requests. In the case of the Department's library about two-thirds of the acquisitions are made by the librarian. LEARN has an "executive director" who supervises the growth of their tape collection.

The Curriculum Lab and Main Library at the University of Victoria are really only for students and faculty although it is possible for others to use them for special purposes. Camosun College, on the other hand, sees itself as a community resource and will let anybody, including teachers, acquire cards. The Education Department's library has been established to aid departmental officials and superintendents in the filed. LEARN runs an information retrieval service for teachers and school trustees from the university collection as well as loaning its own video and audiotapes.

4. *Use of Materials*

Since none of these institutions are now really trying to serve the professional needs of teachers it is difficult to determine how well they might be used if they had more teachers' books or if loan policies changed.

5. *Responsibility for Collection Building*

There seems to be a strong feeling at both the college and university level that institutions of higher education have problems enough serving the needs of their own students without entering the field of teacher in-service. Everyone seemed to suggest that the school board's district center should carry the main load in this area. The education librarian at the University of Victoria felt strongly that the individual school libraries should collect such materials and become the usual first source of professional information.

Everybody saw a great need in the future for the development of professional audio-visual materials and especially videotape and suggested that some central agency - whether it be the BCTF or government - will have to handle it.

6. *Summary*

There was no attempt to survey the schools and district resource centers of the southern Vancouver Island area so we did not really find out how actively Victoria teachers are searching out professional resources. There is a major collection at the University of Victoria but this is primarily for student and faculty use. It may be used, however, for a few people with special projects. The Department has a small library but makes no effort to open its doors to regular teachers. LEARN is running a very successful program bringing together the resources of the university with interested experts to help teachers and trustees but it could never supply the materials needed for a widespread program of continuing education. Most people seemed to think that professional materials could be best organized at the school district level.

BCTF RESOURCES CENTER: ANALYSIS OF USE

The BCTF Resources Center is a multi-media lending library for teachers in British Columbia. The collection contains professional teacher-oriented materials only. Reference service and borrowing privileges are available throughout the province to teachers and student teachers.

The collection consists of 8,000 volumes, 700 journals, 200 audiotapes, 79 films, 74 kits, 25 videotapes; all of a professional nature.

Over 10,000 items a year are currently being borrowed, although almost no publicity is given as to the services available.

Approximately 60% of all items borrowed are sent out by mail; requests are received by mail, phone or in person.

Internal records indicate that 30% of teachers in British Columbia have used the Resources Center.

The total service of the Resources Center is 25% internal to Federation staff, 50% to Lower Mainland teachers, and 25% to teachers throughout the rest of the province.

It is noticeable that areas which already have fairly good resurces and are in the habit of using library services, make more use of the Resources Center. Comments from other areas indicate that if they had been aware of the service, they would have used it.

There is no other agency currently providing this type of service to teachers in the field.

All funds come from teachers' fees.

Requests for reference service and films are particularly heavy. Most requests come from administrators and, secondly, from schocl librarians.

REFERENCE SOURCES OF THE BCTF RESOURCES CENTER

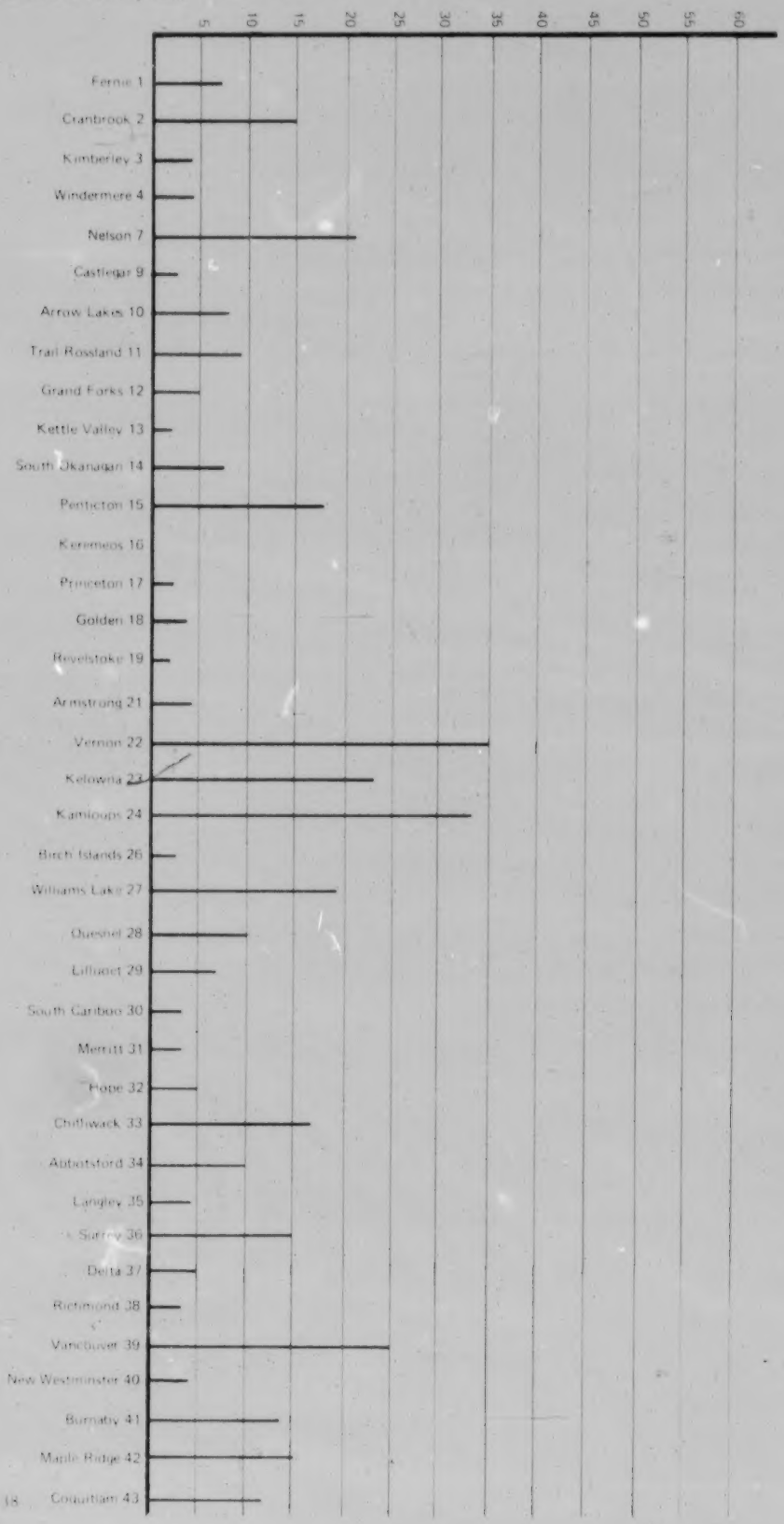
Reference service is defined as a nonspecific request. It is a question which requires staff to search for information, as opposed to a request for a specific item.

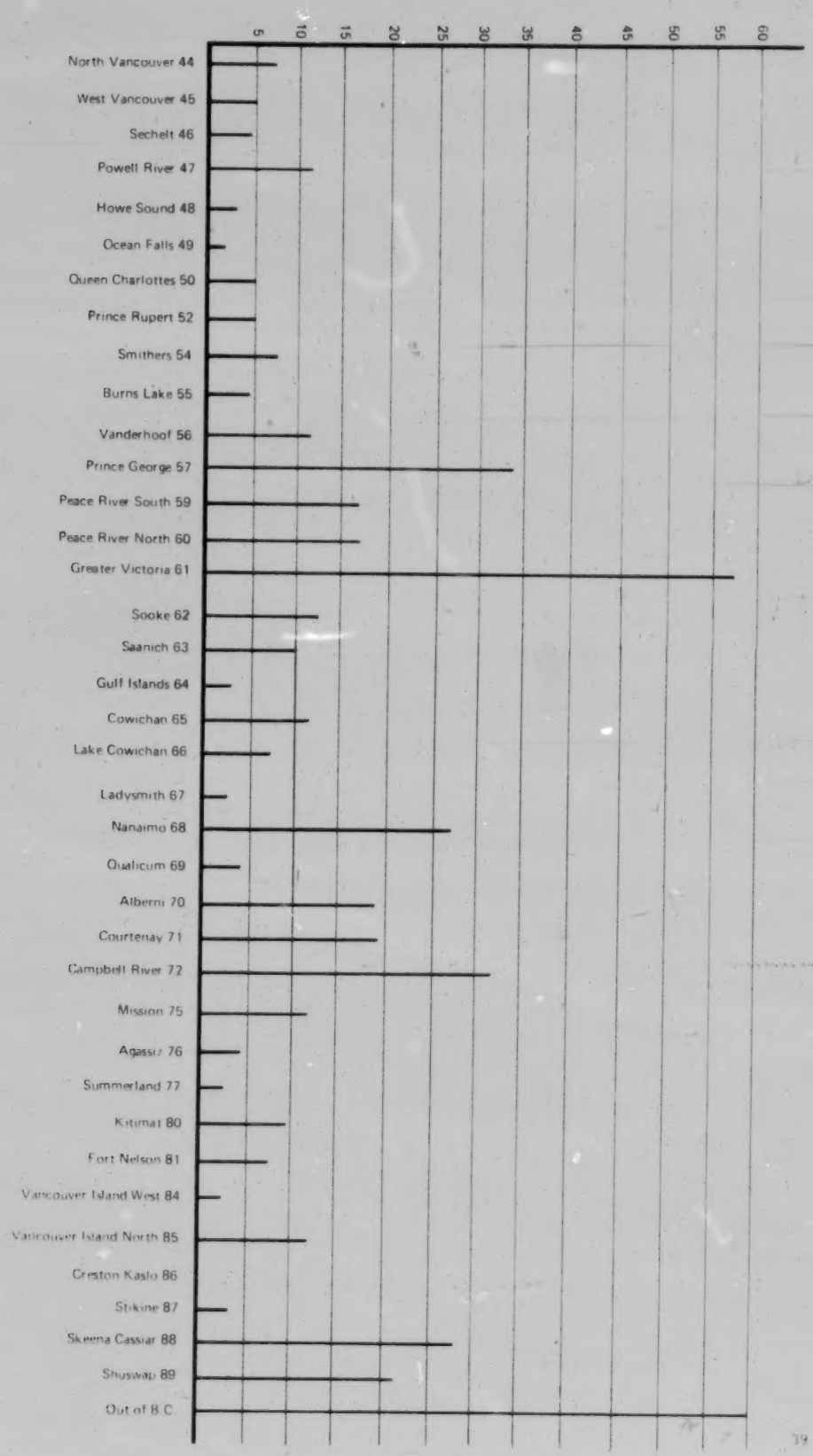
In the period September to December 1973, approximately 300 reference questions were handled by the BCTF Resources Center staff. These ranged from quick (under five minutes) to long (hours or days) searches. The majority of all reference questions (about 60%) were of medium length (10 to 30 minutes). Following is a list of topics on which information was requested and given.

- addresses of school districts near Spokane, Washington
- staggered school starting
- effect of broken homes on school children
- Oscar Christensen
- science book publishers information
- remedial programs
- semester system
- book order information
- price of the film *At the Center*
- list of management consultants
- physical set-up for home economics laboratories and day care centers
- historical reference of the quotation: "Victory corrupts the victor."
- correct title of Albert Shanker (AFT)
- sources of Canadian graduate school funds
- venture schools
- ecology unit
- tutoring
- truant officers
- community schools
- staff committees
- team teaching
- journal ordering information
- library budget of B.C. schools
- videotaping
- curriculum planning
- percentage of attrition in B.C.
- remedial reading in secondary schools
- women in education
- public financial aid of private schools
- open area schools in Vancouver
- family influence on child in school
- twelve-month school year
- four-day school week
- school size
- teachers' addresses

- information on BNA films at UBC
- philosophy of Bremer
- statistics on B.C. education
- family life studies
- drop-outs
- corporal punishment
- information on Professor Maurice F. Freehill
- school libraries
- behavior modification
- public attitudes toward education
- auxiliary school personnel
- ward system
- tri-mester and quarter-mester system
- parental involvement in schools
- information on World College of the Pacific
- testing techniques
- evaluation and reporting
- checklist for elementary school libraries
- audio-visual for science workshop
- individualized teaching
- curriculum materials on status of women
- anthropology and archaeology in elementary and secondary schools
- secondary English teaching
- speech therapy and teaching English to immigrant children
- alternative education
- criterion-referenced measurement
- innovation in education
- science curriculum
- kindergartens in B.C.
- immigrant children in B.C.
- curriculum in the Yukon
- integrated day
- in-service education
- music in the elementary school
- progressive movement in education
- business letters

Number of contacts by mail to Resources Center 1972/73.
Each contact may have contained many requests. Lower Mainland figures are distorted because many contacts are not by mail.

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Ocean Falls 49
Queen Charlottes 50
Prince Rupert 52
Smithers 54
Burns Lake 55
Vanderhoof 56
Prince George 57
Peace River South 59
Peace River North 60
Greater Victoria 61
Sooke 62
Saanich 63
Gulf Islands 64
Cowichan 65
Lake Cowichan 66
Ladysmith 67
Nanaimo 68
Qualicum 69
Alberni 70
Courtenay 71
Campbell River 72
Mission 75
Agassiz 76
Summerland 77
Kitimat 80
Fort Nelson 81
Vancouver Island West 84
Vancouver Island North 85
Creston Kaslo 86
Stikine 87
Skeena Cassiar 88
Shuswap 89
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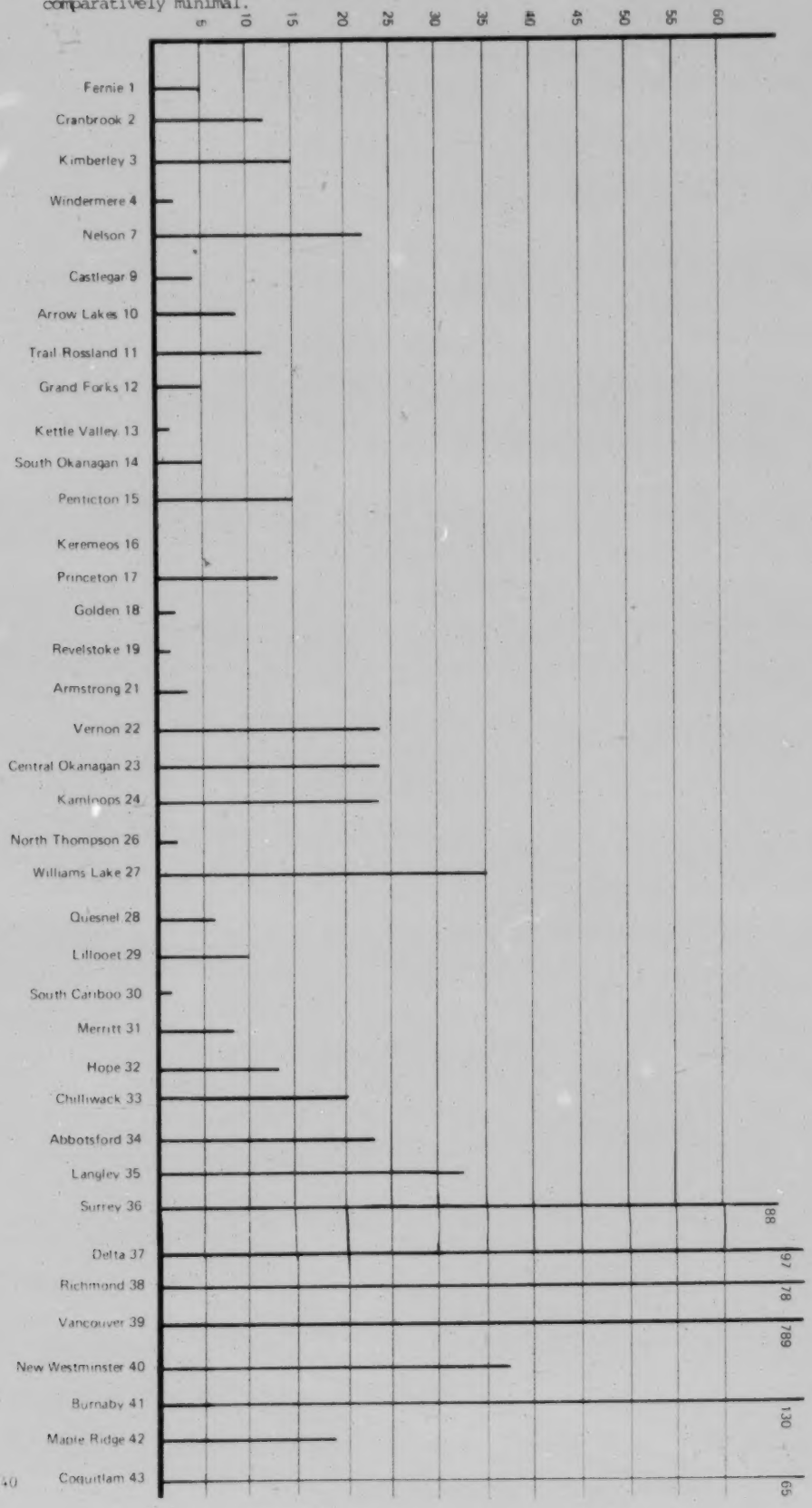
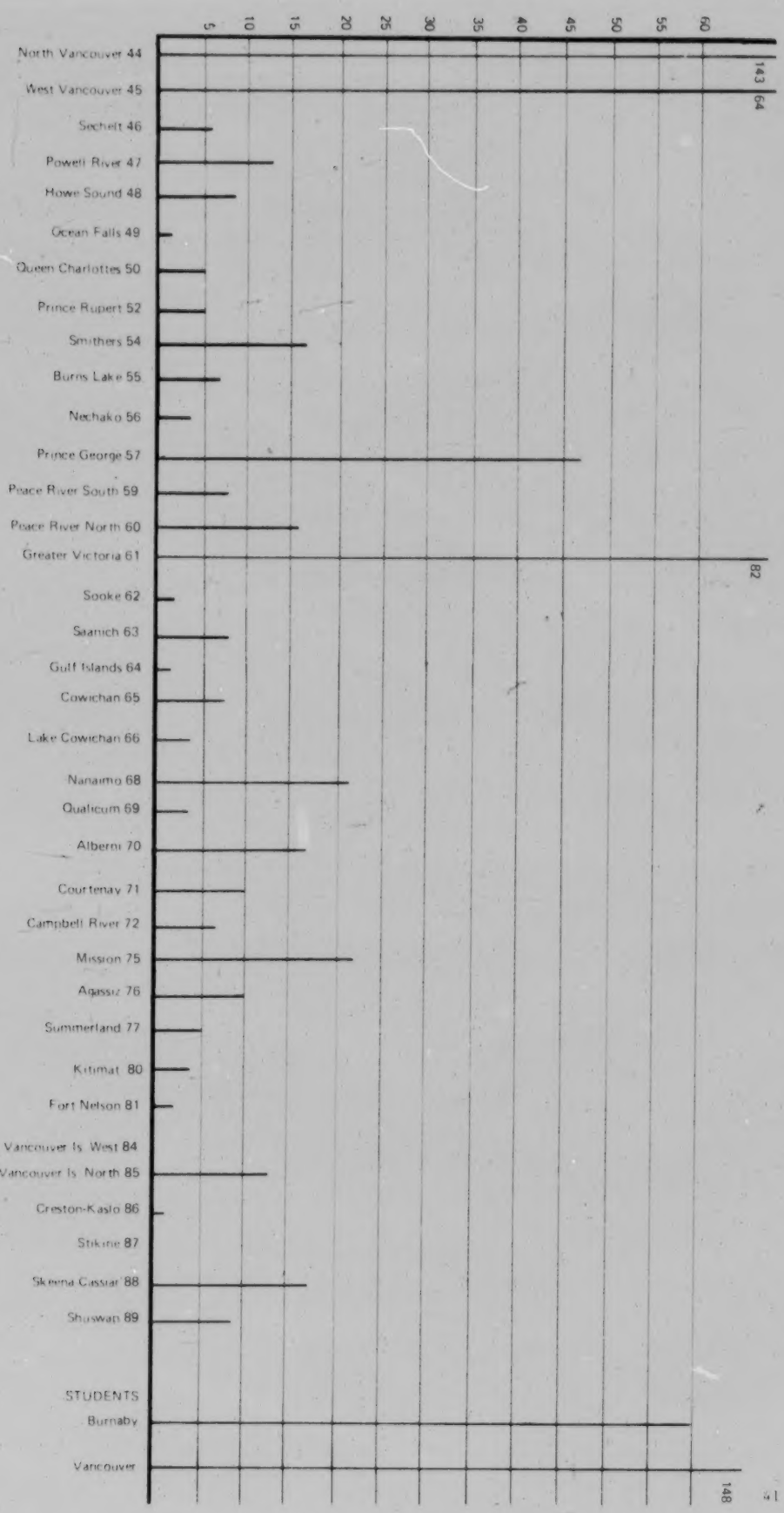
Number of times people have borrowed from Resources Center, 1973 (by mail, phone and in person). Not number of items borrowed. Lower Mainland figures indicate that physical proximity leads to greater utilization. Students figures are comparatively minimal.

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Prince George 57
Peace River South 59
Peace River North 60
Greater Victoria 61
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Saanich 63
Gulf Islands 64
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Lake Cowichan 66
Nanaimo 68
Qualicum 69
Alberni 70
Courtenay 71
Campbell River 72
Mission 75
Agassiz 76
Summerland 77
Kitimat 80
Fort Nelson 81
Vancouver Is. West 84
Vancouver Is. North 85
Creston-Kaslo 86
Stikine 87
Skeena Cassiar 88
Shuswap 89
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Vancouver
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FAIRBURN EXPERIMENT

The 27 teachers in Fairburn Elementary School in Victoria were provided with a library card which gave them open access to the University of Victoria library collection. A computerized record of all loans is kept by the University of Victoria and so the borrowing pattern of the teachers was examined from September 1973 to June 1974.

The results were reported by Don Hamilton, the Education Librarian at the Curriculum Laboratory, University of Victoria. The results were:

main library loans - 22 curriculum laboratory loans - 231.

Don Hamilton reports that: "few items borrowed from the Curriculum Laboratory had research on special 'teacher' interest but were curriculum support materials. Even this minimal figure (22) breaks down further to reveal that 15 items were 'curriculum enrichment' leaving only seven items that could claim 'professional label'."

Don Hamilton suggests that the findings destroy any elementary school rationale for teacher use of a university collection. However, he points out that several factors could have affected the results.

a. A fair teacher's library at the board office.
b. Some difficulty in using the library, one special library card for use by entire teaching staff.
c. No special encouragement to use the collection.

A COMPARISON OF THREE PROFESSIONAL LIBRARIES

B.C. Medical Library Service (College of Physicians and Surgeons)
B.C. Law Society Library
B.C. Teachers' Federation Resources Center

	B.C. Medical Library Service	B.C. Law Society Library	BCTF Resources Center
Clientele	4,000 doctors	2,800 lawyers and articling students	25,000 teachers
Collection	28,000 volumes. 500 journal titles. Mostly on medical subjects but with some peripheral information in biology and psychology. Some audio-tapes but no other audio-visual materials. Small vertical file. Doctor biographical file.	33,100 volumes including bound journals. A few audio-tapes but no other audio-visual materials.	8,000 volumes. 700 journal titles. 200 audio-tapes. 79 films. 25 video-tapes. 74 kits. Mostly on professional educational subjects but with some peripheral information in sociology, psychology, and business management. Large vertical file.
Service	Main source of information for doctors in the field since UBC's collection is open only to students and faculty. No special service for internal headquarters staff.	Main source of information for lawyers in the field. 21 law society libraries are housed in courthouses throughout B.C. The one in Vancouver is the main research collection excluding those at UBC and the University of Victoria. No special service for internal staff.	Main source of information for teachers in the field since university collections available only to students and faculty. Much service given to internal headquarters staff.

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	B.C. Medical Library Service	B.C. Law Society Library	BCTF Resources Center
Service (continued)	Telex hookup to 40 hospital libraries aids loans. Books sent but journals are usually photocopied. Delivery by mail is paid both ways. Interlibrary loans are extensive. Requests for reference service are very heavy. Majority are for long searches. Ordering and cataloguing is done for approximately 70 small hospital libraries throughout the province. New acquisitions listed in *B.C. Medical Journal*. A yearly list is distributed to hospital libraries. About a dozen running bibliographies are maintained. Other bibliographies done on request. Telex installed. Two photocopiers in library. Card catalog. Computerized book catalog under consideration.	Mail service is provided. Little or no reference service is provided. Ordering and processing of materials for all other branches done through Vancouver. No card catalog at the moment but a computerized book catalog is under consideration. Study under way of possibility of tying in with a computerized retrieval system based in Ottawa.	Books and audio-visual materials sent but journals are usually photocopied. Delivery by mail is paid only one way. Interlibrary loans are slight. Requests for reference service are becoming very frequent. Most are of medium length (½ hr.) while about 20% are long and an equal number very quick. There are about 75 district resource centers in school districts but these are run by boards of education and are quite independent of the BCTF center. New acquisitions are listed in *The B.C. Teacher*, *Pro.D. Informational Bulletin*, and PSA publications. About 25 running bibliographies are maintained. No telex. Photocopiers in another division. Manual circulation. Card catalog. Computerized book catalog under consideration.

	B.C. Medical Library Service	B.C. Law Society Library	BCTF Resources Center
Usage	Approximately 2,000 items are borrowed each month. Most orders come in by phone, mail, or telex. About 40% of B.C. doctors use the main library and almost 90% use local hospital collections.	Virtually 100% of Vancouver lawyers have used the library. The amount of use is dependent upon the type of work they are doing.	Approximately 1,000 items are borrowed each month. Most orders come in by phone or mail. About 30% of B.C. teachers use the library. 50% of library service goes to Lower Mainland teachers while the other half is equally split between requests from out-of-town teachers and the headquarters staff.
Budget	$130,000 this year. Money comes from fees: $30 per doctor with $10 per doctor outside Vancouver going back to hospital libraries.	$206,000 for the provincial network. About $50,000 of this is for staff and some ($156,000) for acquisitions and equipment.	$66,000 this year. Money comes from fees: about $3 per teacher.
Staff	3 professional librarians. 4 full-time and 1 half-time clerical assistant.	1 lawyer/librarian. 7 clerical assistants in Vancouver and 1 in Victoria	1 professional librarian. 3 full-time and 2 half-time clerical assistants.

	B.C. Medical Library Service	B.C. Law Society Library	BCTF Resources Center
Space	About 6,000 sq. ft. Library includes librarian's office, processing room, mail room, large stack space, circulation area, foyer, 5 carrels, periodical display room, and cloakroom.	8,000 sq. ft. Space appears to be generally inadequate.	1,426 sq. ft. Library includes a small office of 42 sq. ft., unspecialized work area, inadequate stack space, and 2 carrels. There are separate mailing facilities and audio-visual room is at other end of building. Circulation and display area are especially inadequate.
Administration	Librarian is relatively independent. He controls collection, travels extensively throughout B.C. to consult with hospital librarians, and is responsible for all administrative matters. He reports to the Executive Committee of the College of Physicians and Surgeons.	Librarian administers the entire B.C. Law Society library network. He travels extensively throughout B.C. to consult with local courthouse libraries. He reports to the Library Committee of the Benchers and the Secretary of the Law Society.	Librarian is relatively independent. She controls the collection and is responsible for all administrative matters. She reports to the director of Professional Development of the BCTF.

OBSERVATIONS, CONCLUSIONS AND RECOMMENDATIONS

I. A Few Important Observations

There has been a phenomenal increase in the population of B.C. - from 1,330,000 in 1961 to well over 2,200,000 in 1974. This has occurred in conjunction with a major advance in the capacity of the school to retain students to the completion of Grade 12. The result has been that the number of teachers in British Columbia has more than doubled in the period since 1961 to approximately 25,000 in 1974.

Demographic projections into the future suggest that the population of the province will continue to increase - more the result of net migration rather than of the birth rate exceeding the death rate. It is assumed that we will continue to approach zero population growth. At the same time, every piece of evidence indicates that most British Columbians will continue to insist on providing 12 years of education for their youth. As a result, while the number of teachers will not increase proportionately as rapidly as will the general population some still estimate that the province will require almost 30,000 teachers by 1980.

The population explosion in British Columbia - part of a world-wide phenomenon - has more than been matched by what McLuhan calls the knowledge implosion. Before this occurred, when there was a relatively stable and fixed core of essential knowledge required for survival - and additional increments for the individual's effective operation depending on the skill and/or competence level required - the school's task was comparatively simple. The teacher and/or society tested the pupil to measure the effectiveness of the transmission process. The exponentially accelerating rate at which new knowledge is now being "created" means that education if it is to help pupils to survive in an increasingly complex and strange world must change its purpose and format. The school must become a forum where students have a vast array of opportunities to sort out, to classify, to hypothesize, to infer, to predict, etc., the plethora of information and conflicting values with which they are now inundated. The school must also become the arena for promoting interpersonal regard, and as the influence of the nuclear family and other agencies in society declines this role will grow rapidly in importance.

But yet, as we know, "education appears to be one of the last frontiers for the technological revolution to change - a revolution that has so drastically changed modern life."[1] The changes in the focus of education from an information-transmission model to an information-generation

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[1]Hostrop, Richard W. *Education Inside the Library-Media Center*, Hamden, Linnet, 1973, p. 39.

and transformation model have fundamental implications for teaching. The teacher must cease to be a central and frequently nonquestioned information authority and must become, in conjunction with the students, an active learner directly associated with them in the intellectual and humanizing activities of rationalizing what has now become an apparently endless and disordered array of information. When the teacher makes this fundamental switch, he/she suddenly realizes that professional educational resources and services become the lifeline to pedagogical survival. That a minority of British Columbia teachers have to date made this transformation accounts for the fact that the present fragmented, uneven, and unplanned level of professional educational resources and services have appeared to many to be adequate.

The dimensions of present fragmented and unco-ordinated approach include:

- the absence to date of the provincial government - probably through its Department of Education - in actively promoting and/or assisting in providing resources and services.[2]

- the limited and uneven levels of service provided for teachers' special needs by the universities and the community colleges.[3]

- the unequal and restricted levels of service provided by the various school districts, as noted in district resource centers, and elementary and secondary schools.[4]

- the limited number of professional resources and the low levels of service found among the province's various regions.[5]

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[2]This may very well change now as the Department of Education, in conjunction with others, sponsored this study. In addition, the Department has created a new senior administrative position, that of superintendent of communications. Among the various responsibilities of this official appears to be that of co-ordinating the various communications systems in education.

[3]As one example, Malaspina College, Nanaimo, subscribes to about 25 educational journals, the *Education Index*, and has an extensive and well used selection of books concerning early childhood education. This is because the college offers a course in this field.

Other community colleges have tended to focus their limited collections in those areas where one or more teaching courses are offered.

[4]For example, almost two-thirds (62%) of district resource centers reported that they have less than 15 professional periodical titles. More than 43% of the schools who reported admitted that they had less than 25 professional titles.

[5]The area reports emphasize this neglect. On area report, for example, states: "There is almost nothing in the way of organized professional materials for teachers in this part of the province...."

- the very limited professional educational resources held by any public library.

- the present difficulty of the BCTF Resources Center - with its small number of staff and its limited facility and resources - to meet even the present level of needs articulated by teachers.

That many, many more British Columbia teachers will change their roles and hence require, expect and demand new levels of professional educational resources and services now makes it imperative to devise new structures and processes to meet these anticipated needs - hence this report.

II. Background to Recommendations

"There must be co-operative programs among all kinds of libraries to meet the new demands." British Columbia Centennial Citizens' Conference on Libraries, 1971.

The recommendations of any report should be set in a context or a framework. At a time of accelerating change when even newer and more sophisticated information retrieval systems are becoming available, and at a time when there still is no co-ordinated and rational approach in the province toward providing professional educational resources and services, the recommendations which follow must be considered as signposts, or as directions, which will pave the road to the providing of improved services. The recommendations should not be considered to be definitive, all-inclusive and final. The recommendations hopefully will suggest a process that will enable those who are directly involved in providing professional educational resources and services to move from their present diverse positions to evolve revised structures and processes which will lead to improved co-ordination.

A. The recommendations are based on several assumptions. In addition to the one of attempting to provide structures and processes to guarantee continuous revision, these assumptions include the following.

1. A wide and encompassing range of professional resources and services should be constantly and readily accessible to all teachers.[6]

2. Teachers enjoy a primary but shared responsibility with society for insuring that their own continuing growth and development is maintained.[7]

3. There will always be limited professional resources and services available, but they can be much more effectively utilized than they are presently.

B. At this time, four parallel developments in other fields should be noted.

1. The Foulkes Report on provincial medical services emphasizes the need for new structures and processes with a far greater involvement by the public working in consultation with the medical profession to design improved programs of service.

Implied is that the public has the right and the responsibility to demand of the medical profession certain high levels of competent service.

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[6]See reference below, Section B.2, to the CELDIC Report.
[7]See reference below, Section B.1, to the Foulkes Report.

Does the public not also expect comparable levels of service from the teaching profession? If this is so, and because teachers' services are provided on a salary, not on a fee, basis, then one can immediately realize that the public has the right and the responsibility to co-sponsor with the profession the continuing education of teachers.

2. The CELDIC Report urges a comprehensive commitment - not a series of fragmented approaches - to providing a full range of services to children. The report advocates the constant accessibility of these services. They therefore should be planned and provided.

Does this not suggest that a full range of professional educational resources and services should be constantly and readily accessible to teachers? Consequently, too, do they not need to be planned?

3. Many services - many welfare, health and hospital services, for example - formerly under the jurisdiction of local governments, have been rationalized and are now administered by a regional district.

Does this not demand that attention now be directed to the finding of ways of rationalizing at least some of the fragmented informational services? Eventually, should not the same rationalization be provided through a regional framework?

4. The Library Development Commission is actively promoting the formation of public library systems such as the federated Greater Vancouver Library System in the Lower Mainland, and the integrated Thompson-Nicola Library System in the Central Mainland.

Should there not be a similar commitment to systems building by those who specialize in professional resources and services for teachers?[8]

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[8]The question may be rhetorical. It is, in part at least, if one examines the Library Development Commission's own *Programme for Library Development in the Province of British Columbia*, Victoria, 1973.

Note the following extracts:

- B.2, page 17. Co-operation at all levels between public libraries and all other types of libraries.
- B.6, page 18. Agreements to be entered into between the Provincial Resouce Center and the academic and special libraries of the province to make their collections available through the network.
- B.7, page 18. Payments to be made to academic and special libraries of the province if they do not receive reciprocal benefits.
- B.8, page 18. The Provincial Resource Center to agree upon areas of specialization with the Vancouver Resource Center and with the academic and special libraries.
- D.11, page 19. Special grants.
  a. to reimburse library systems and academic and special libraries which provide province-wide reference and inter-library loan services. ...
- Year III 6, page 25. Agreements with academic and special libraries to establish information network.

III. Recommendations

"Having lost sight of his goal, the boy redoubled his efforts."

A. PROCESS RECOMMENDATIONS

> 1. *That a provincial professional educational services council be established.*

Functions of the council would include:

a. to assist in the implementation of subsequent recommendations in this report.

b. to help to create the conditions from which systems of regional professional educational services would evolve. Such services would be one step toward the eventual establishment of a provincial educational resources system.

In the meantime, the council could help to promote the policy that the professional educational collections of each of the institutions who are serving on the council should become co-ordinated. In this way, unnecessary gaps and duplications would tend over time to be eliminated.

Representation on the council should be drawn from:

- the Department of Education
- the B.C. School Trustees Association
- the Educational Research Institute of B.C.
- a faculty of education librarian from one of the universities
- the Library Development Commission
- the B.C. Teachers' Federation.

The size of the council might appropriately be ten with five members appointed by the B.C. Teachers' Federation.

The B.C. Teachers' Federation should assume responsibility - including financial - for establishing and then insuring that the council operates. It should also designate an appropriate member of its professional staff to be responsible for carrying out policy recommendations of the council.

> 2. *That in each school district a district professional educational services council be established.*

Functions of the district council would include:

a. to advise on the district's professional educational resources and services.

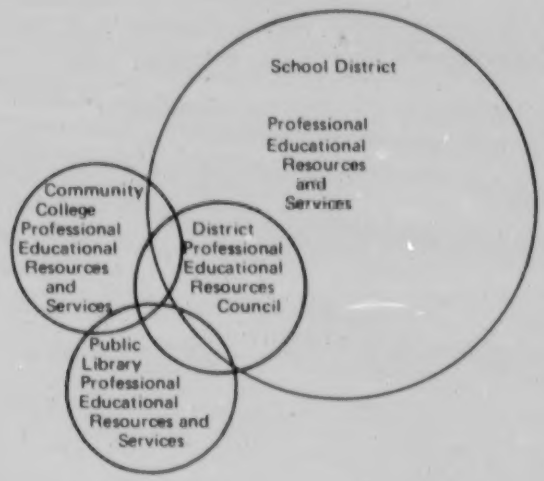
b. to seek structures and processes for establishing and/or extending the sharing of professional educational resouces and services with contiguous school districts.

No district dare tolerate any longer the folly of trying to maintain its professional, educational and informational resources and services in splendid isolation.

c. to seek structures and processes for establishing and/or extending the sharing of professional educational resources and services with other agencies - the public or regional library, the community college, if existent - in the school district.

The public or regional library's bookmobile, for example, could pick up the requests of teachers, particularly those in the more isolated areas, take the requests to the district resource center - or the central locale of the professional educational resources - and then eventually deliver the materials and/or information to the teachers.

In addition, the bookmobile might transport "subject" packages, on primary integrated day, environmental education, for example, arranged by the district resource center at the request of the in-service or professional development committee. The bookmobile could display these packages, too. In summary, the bookmobile could become a floating or travelling service.


School District
Professional Educational Resources and Services
Community College Professional Educational Resources and Services
District Professional Educational Resources Council
Public Library Professional Educational Resources and Services

d. to seek structures and processes which will bring into one system of resources and services the independent resources and services maintained separately.

Now these are usually scattered in each school in the school district. This recommendation obviously does not mean that the resources must be centrally pooled. A system would help to identify real needs, to fill these on an established priority basis, and to remove unncessary duplications. It would make more materials readily available to teachers.

e. to make the professional educational resources and services directly available to help meet the total in-service educational needs of the school district.

Presently when resources and services are directly available, it appears to be more the result of fortuitous circumstances, not deliberate planning.

f. that, though different structures and processes exist in each district, and the autonomy of the local district should be actively safeguarded, the local council should:

- designate an appropriate professional person to be responsible to carry out policy recommendations of the council. In some districts where a district resource center co-ordinator and/or a district librarian already has been appointed, that may be the individual who is designated by the council. In other districts, it might well be one of the teacher-librarians.

- promote the establishment of a district resource center, if one and/or a teacher center do not already exist.

Representation on the district council should be drawn from:

- the board of school trustees
- the superintendent (or his nominee)
- the public or regional library
- the community college
- the district teachers' association.

The size of the council might appropriately be nine with five named by the district teachers' association.

The British Columbia Teachers' Federation should actively encourage its various local associations to assume responsibility - including financial - for establishing and then insuring that the council operates.

B. CONTENT OR SPECIFIC RECOMMENDATIONS

Though the majority of the following recommendations are specific or content in nature, within Recommendation 5, for example, there is provision for the emergence of what would be a process-oriented recommendation.

> 3. *That school districts budget outside the operation of the present finance formula on a per teacher shared formula basis for the purchase of professional educational resources and for the maintenance of these resouces and services.*

The sharing might be on the basis that for every dollar contributed by each teacher through the district association, the school district would contribute $5.

> 4. *That each school district should be able to claim a reimbursement on a special formula basis from the province for its contribution to the district's professional educational resources and services.*

The rate might very well be 50%.[9]

It has already been pointed out that a public which has the right to expect that its youth participate in an excellent quality of education shares a responsibility with teachers to insure that the growth of the members of the profession is continuous, expanding and encompassing.

> 5. *That in order to encourage two or more school districts to provide regional professional educational resources and services, the share of provincial funding should be increased substantially.*

The structures for such regional services could emerge, for example, by extending the range of co-operative services which already exist.[10]

Generally speaking, high-cost and low-use services and resources should be provided at the provincial level; low-cost and high-use services and resources at the district level. Inevitably, as the demand for specific servies and/or particular resources increases, costs will probably decrease. The decrease may not be sufficient, however, to justify duplication in each district. A regional service would then appear to be one solution. Regional services can make resources much more accessible than provincial services are able to.

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[9]"There is no value in just setting up a new form of machinery with no increase in money. There must be province-wide financing of library service on a more generous scale."

British Columbia Centennial Citizens' Conference on Libraries, Victoria, 1971, *Libraries: Vital to Tomorrow's World*, Vancouver, 1971, page 22.

[10]These include, the lending services of Selkirk College to school districts in the West and East Kootenays, the sharing of videotapes among the school districts of the East Kootenay, and an extension of the range of co-operative services which already exist between the adjoining districts of Campbell River and Courtenay.

Church, John S., *School Library Services: British Columbia*. Vancouver, BCTF, 1971-74. (Report...Campbell River, page 1.)
Reference is made to a luncheon meeting with resource center co-ordinators of Courtenay and Campbell River School Districts. The two co-ordinators meet regularly to plan several joint lending and printing services.

When regional services begin to emerge, one or more of the district councils in the region should consider the advantages of:

- creating a regional professional educational services councils structured somewhat on the lines of the provincial or the district councils.

- appointing a roving co-ordinator to facilitate those regional services which have already evolved, and to promote where appropriate subsequent regional services.

> 6. *That each school district to be eligible for the provincial funding for its professional educational resources and services be required to:*
>
> *-subscribe to the Education Index and to the Canadian Education Index. (This is a minimum requirement if any kind of district reference service is to be provided.)*
>
> *-subscribe to a constantly updated list of at least 25 professional educational journals.*[11]
>
> *-provide Xerox facilities.*
>
> *-provide a reader/printer for microfiche.*

The provision of these materials and services should have the effect of reducing the number of direct requests to the BCTF Resources Center. Services would be immediately more accessible and personal in the district, and teachers would inevitably tend to proceed there at least first rather than to the BCTF Resources Center.

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[11]At the moment the figure of 25 is an arbitrary one. Nonetheless, each of the authors is prepared to defend the proposition that 25 is an absolutely minimal number of educational journals to be maintained in a district.

Annually, it is anticipated that the Provincial Professional Educational Services Council would revise the list.

7. That the BCTF Resources Center should focus its present services as one step toward a provincial professional educational resources and services system.

It should concentrate on the provision of services which otherwise would not exist. Among many, these would include:

a. increased reference services for inquiries from district resource centers who are not able to meet the initial requests of teachers. In certain cases, it may be the teachers, not the district center, who will originate the request to the BCTF Resources Center.

b. continued provision of professional audio-visual materials and services but with a built-in program of phasing out of high-use items which district resource centers should be encouraged to purchase.

c. frequent lending of "subject" packages for display purposes in district resource centers, and through the latter facilities, to public library bookmobiles. Many of these packages would be sent out in response to requests from the professional development chairpersons of local associations.

d. the introduction of a program whose final objective would be to phase out the lending of the limited collection of books and the photocopying of articles from the minimum list of 25 professional educational periodicals (which are to be maintained in districts) for BCTF members. It is recognized that this would have to be a very uneven phasing out as various districts would be at different levels in developing their own primary informational needs. In some small districts it may be a very long time before it will be possible to realize this goal.

In short, what is recommended in both 7a. and 7d. is a shift in lending policy; that is a gradual phasing out of lending to individuals and an increased emphasis on lending to the district resource centers. There is no suggestion that there should be any change in the "basic" book collection. What is suggested is a gradual shift in the use of that collection toward supporting reference purposes for teachers.

e. designating the center as the official depository in British Columbia of some types of educational materials not held by any other library. These materials would include, among others, the publications of the various subject councils in this and the other Canadian provinces, the reports of projects such as Project Canada West, the publications of the Canadian Teachers' Federation, and other Canadian professional educational materials.

f. the convening of regional meetings as well as an annual provincial meeting of the district resource center co-ordinators in order to establish a structure that will permit co-operation and the move to the evolution of systems in professional educational resources and materials. Such a provincial meeting might well be scheduled to coincide with any possible future summer conference of in-service and/or professional development chairpersons.

g. the use of toll-free telephone and telex services to link district resource centers and the BCTF Resources Center to facilitate location of required materials and the provision of requested services.

This would be one step in the establishment of an overall communications system with other library networks.[12]

h. the preparation of many more bibliographies on areas of educational interest. At present, a limited number of bibliographies is prepared in response to repeated demands. Ideally, they should be prepared in anticipation of demands from the field. Moreover, a computerized book catalog of the holdings of the Resources Center should be prepared for distribution and then should be regularly revised.

i. that the BCTF Resources Center should in part build its videotape and audiotape library by introducing a policy of taping major educational resource personnel who address workshops and/or conferences.[13] This service should only be used when taping cannot be done at the district level. In essence it should be equivalent to the kind of service which LEARN is already providing to teachers on Vancouver Island.

j. the acceptance of the fact that if the BCTF Resources Center is to fulfill the foregoing responsibilities, it must assume an increased co-ordinating function. It would offer guidance and a "current awareness" service of professional educational resources to district resource centers and other educational agencies. Obviously, some of the library staff would have to spend increased periods of time in the field.

Representation on a committee.

That in order to insure that an overall framework is provided so that the foregoing purposes may be realized a small "external" advisory committee of the BCTF members be established. In order that such a committee is representative of varying needs and expectations, consideration should be given to selecting one BCTF member from each of the following groups:

- Executive Committee
- Professional Development and Curriculum Committee
- Finance Committee
- Learning Conditions Committee
- a district resource center co-ordinator
- an officer of a local association.

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[12]The Barrie A. Clark report, for example, refers to a current demand "for a two-way system, allowing communities and institutions to communicate via video and computer hardware." Clark adds, "any decisions made today must facilitate expansion to this future requirement."

Clarke, Barrie A., *A Proposal to Establish An Integrated Communications System in British Columbia*. Victoria, Department of Transport and Communications, 1974, page 32.

[13]The same report recommends that the Educational Broadcast Division of a British Columbia Communications Authority assume complete responsibility for audio and videotape dubbing and reproduction.

Ibid, page 17.

It would be appropriate for all reports from the BCTF Resources Center staff to be channelled to the Executive Committee through the medium of this "external" advisory committee.

> 8. *That in view of the fact that the BCTF Resources Center will be assuming a more unique (nonduplicating) function than heretofore in providing more restricted direct informational but increased reference services on professional educational matters and that it will be co-ordinating these services among the various school districts, the Department of Education should make a yearly grant of $35,000 to the Resouces Center's budget.*

The budget of the Resources Center for 1973-74 was $66,560. This provincial grant would, in effect, mean that though the Department of Education would be contributing about 50% of the present budget of the center, the implementation of many of the recommended changes outlined for the Resources Center will have the effect of merely insuring that the present budget is maintained.

> 9. *That the provincial specialist associations as well as other interested groups can work in conjunction with the Resources Center staff to insure the maintenance of a broadly representative but balanced "basic" collection of educational books.*

The associations and staff by a variety of procedures can provide a great deal of assistance to each other and can insure the maintenance of a high level of "current awareness."

> 10. *That the universities of the province should be requested to provide a wide and encompassing range of educational materials, that these university libraries should continue to make their materials available through inter-library loans; and that the UBC library make its ERIC computer retrieval service also available to educators in the province.*

In short, the libraries of the universities would thus be available to provide an academic or in-depth back-up service to the BCTF Resources Center.

> 11. *That educational institutions such as the universities, the Educational Research Institute of B.C. and the B.C. Teachers' Federation, devise new structures and processes to assist teachers in the design, preparation and production, and in the use of audio-visual materials on professional educational matters.*

This service would permit many teachers to increase their visual literacy skills and competences.[14]

The Clark report recommends that the Educational Broadcast Division of a British Columbia Communications Authority would, through its equipment standardization department, be able to act as a purchasing agent, or, at least, as a consultant to any institution which was purchasing required equipment.[15]

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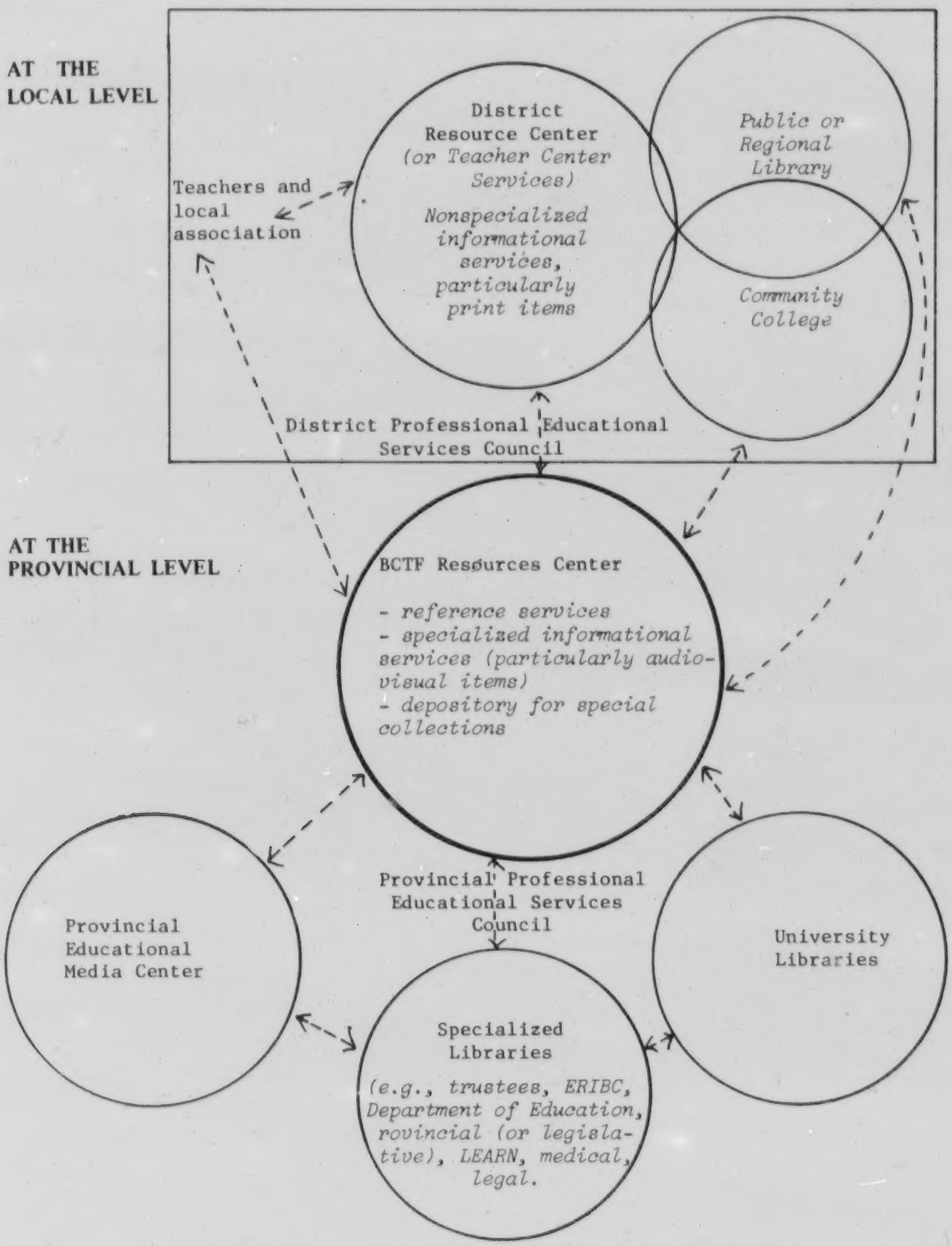
[14]Many teachers completed their formal education either before or in the early years of the electronics age. Some of these teachers therefore tend to focus on an artificial division between a visual and a verbal means of expression. As one increases his/her visual skills and competences, one realizes there is unity, not division, in two methods of expressing "reality."

[15]Clark, *op. cit.*; page 17.


AT THE LOCAL LEVEL
District Resource Center (or Teacher Center Services)
Nonspecialized informational services, particularly print items
Public or Regional Library
Community College
Teachers and local association
District Professional Educational Services Council
AT THE PROVINCIAL LEVEL
BCTF Resources Center
- reference services
- specialized informational services (particularly audio-visual items)
- depository for special collections
Provincial Professional Educational Services Council
Provincial Educational Media Center
University Libraries
Specialized Libraries
(e.g., trustees, ERIBC, Department of Education, rovincial (or legislative), LEARN, medical, legal.

←- - - → *Open, but broken and noncontinuous lines of communication. Over time, the purpose might be to transform the broken (sporadic) lines into continuous lines of information flow.*

HOW AN INFORMAL NETWORK FOR CO-ORDINATING PROFESSIONAL EDUCATIONAL RESOURCES AND SERVICES MIGHT EVOLVE

IV. One Possible Plan of Implementation

"Results are obtained by exploiting opportunities, not by solving problems." Peter Drucker.

One possible plan of implementation would be for the B.C. Teachers' Federation, as a first step, to accept the two process recommendations. That is, the Federation would undertake the responsibility for establishing and maintaining a provincial professional educational services council and would actively encourage its local associations to promote the establishment and maintenance of district professional educational services councils. Once these two major steps were undertaken, through the direct work of the two levels of councils - and the possible emergence of a third level, the regional level, of councils - and through the Executive Committee overseeing this work in relation to the content or specific recommendations of the report, the general intent of the recommendations could be implemented.[16]

The successive stages in the implementation processes might be diagramed.

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[16]It is important to "capitalize on rapid change by 'programming away' the problems we can foresee and 'programming in' the desirable opportunities we are capable of imagining."

Joseph, Earl C., "An Introduction to Studying the Future," in Hencley, Stephen P., and Yates, James R. (ed.) *Futurism in Education: Methodologies*. Berkley, McCutchan, 1974, page 5.

Or again, the Shanes have emphasized that "the future belongs not to those who plan to meet it, but to those who actively plan it."

Shane, Harold G., and Shane, June Grant, "Future Planning and the Curriculum," *Phi Delta Kappan*, volume 49, number 7 (March 1968), page 377.

The various councils provide a vehicle for continuous "programming away" problems and "programming in" desirable opportunities.

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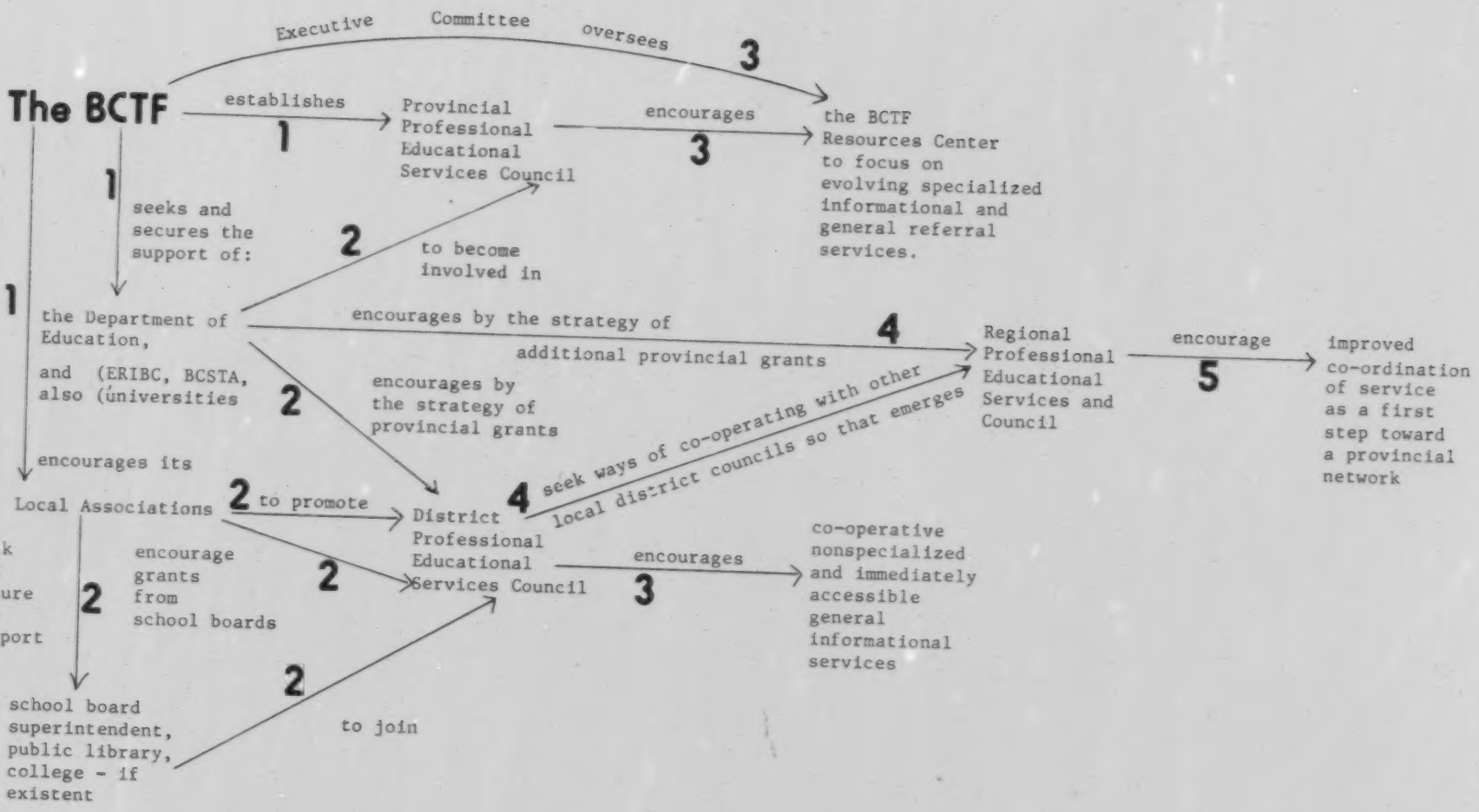

Note: the numbers refer to the successive stages in the process of implementation.

ONE POSSIBLE PLAN OF IMPLEMENTATION

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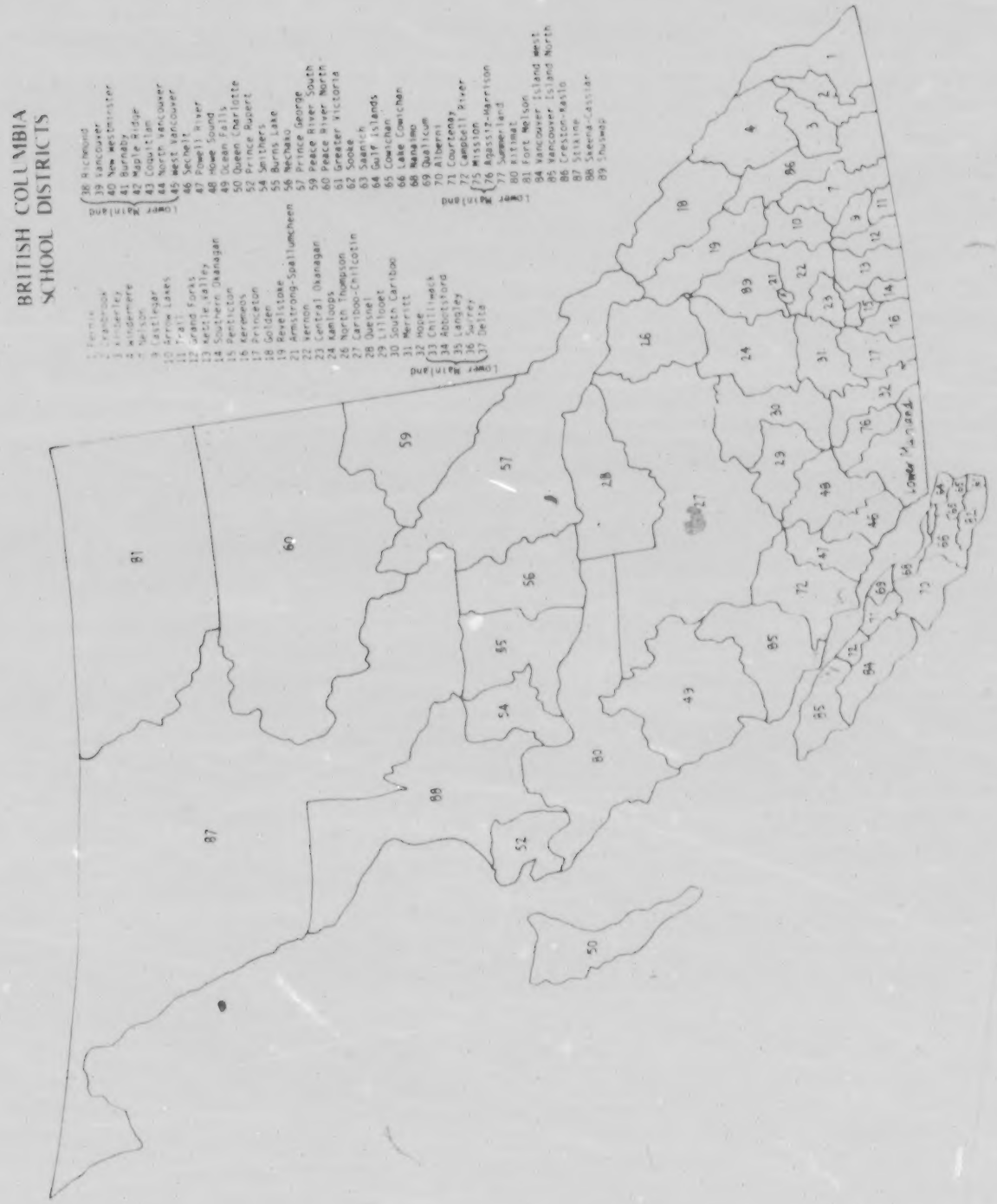
APPENDIX A-1


BRITISH COLUMBIA
SCHOOL DISTRICTS
1 Fernie
2 Kootenay
3 Kimberley
4 Wilmere
5 Golden
9 Castlegar
10 Arrow Lakes
11 Trail
12 Grand Forks
13 Kettle Valley
14 Southern Okanagan
15 Penticton
16 Keremeos
17 Princeton
18 Golden
19 Revelstoke
21 Armstrong-Spallumcheen
22 Vernon
23 Central Okanagan
24 Kamloops
26 North Thompson
27 Cariboo-Chilcotin
28 Quesnel
29 Lillooet
30 South Cariboo
31 Merritt
32 Hope
33 Chilliwack
34 Abbotsford
35 Langley
36 Surrey
37 Delta
38 Richmond
39 Vancouver
40 New Westminster
41 Burnaby
42 Maple Ridge
43 Coquitlam
44 North Vancouver
45 West Vancouver
46 Sechelt
47 Powell River
48 Howe Sound
49 Ocean Falls
50 Queen Charlotte
52 Prince Rupert
54 Smithers
55 Burns Lake
56 Nechako
57 Prince George
59 Peace River South
60 Peace River North
61 Greater Victoria
62 Sooke
63 Saanich
64 Gulf Islands
65 Cowichan
66 Lake Cowichan
68 Nanaimo
69 Qualicum
70 Alberni
71 Courtenay
72 Campbell River
75 Mission
76 Agassiz-Harrison
77 Summerland
80 Kitimat
81 Fort Nelson
84 Vancouver Island West
85 Vancouver Island North
86 Creston-Kaslo
87 Stikine
88 Skeena-Cassiar
89 Shuswap
Mainland
Lower Mainland

APPENDIX A-2

SCHOOL QUESTIONNAIRE – ALL SCHOOLS COMBINED (IN PERCENTAGES – 1,012 SCHOOLS)

1. What is your school district number? _____

2. What type is your school?

75.9	elementary
8.5	junior secondary
2.7	senior secondary
6.7	secondary
0.1	community
2.1	other (please specify)
4.0	elementary - junior secondary

3. How many teachers are there in your school?

14.7	under 5
21.0	5 - 10
47.1	11 - 25
12.6	26 - 50
3.9	51 - 100
0.3	over 100
0.4	(No response)

4. Does your school have a professional collection?

70.2	yes
26.8	no
3.0	(No response)

5. Does your school have a teacher-librarian?

42.3	full-time
30.2	half-time
26.9	no time
0.6	(No response)

6. How many volumes of professional material does your school have?

43.3	under 25
37.7	26 - 100
11.3	101 - 250
3.1	251 - 500
1.4	501 - 1,000
0.5	over 1,000
2.7	(No response)

7. Estimate percentage of the professional collection published since 1968.

26.2	over 75%
21.9	50 - 75%
21.1	25 - 50%
24.7	less than 25%
6.1	(No response)

8. How many *professional* periodical titles?

9.1	none
68.1	1 - 5
18.3	6 - 15
1.8	16 - 25
1.5	over 25
1.2	(No response)

9. How many other *professional* materials are there in your school? (Enter number of titles.) (Percentage of total choosing each option.)[1]

6.2	films
11.6	audiotapes
4.7	videotapes
16.2	kits
68.7	none
10.1	other (please specify)

[1]Answers given to this question confirm opinions gathered from area visits that teachers were still confused about the distinction between professional and curriculum materials. This confusion appeared to be most evident when audio-visual items were reported. Obviously some curriculum materials are being reported in the answer to question 9.

10. Where are the professional materials *primarily* located in your school?

39.1 school library
3.2 principal's office
5.6 various offices or classrooms
21.5 staff room
9.9 school library and staff room
4.5 school library, principal's office and staff room
11.4 other (please specify)
4.8 (No response)

11. Are most of these materials catalogued?

54.8 yes 40.5 no
4.7 (No response)

12. What proportion of the library budget is spent on professional materials?

25.1 none
49.8 1 - 2%
15.4 3 - 5%
4.4 over 5%
5.3 (No response)

13. Where does the money come from?

8.8 no money
68.5 school board
0.6 local association
0.6 staff assessment
5.6 combination of the above
7.4 other (please specify)
3.1 school board and other
5.4 (No response)

14. What percentage of teachers on your staff use the professional materials and services of the District Resource Center?

36.8 over 75%
14.7 50 - 75%
15.0 25 - 50%
26.9 less than 25%
2.4 none
4.2 (No response)

15. What percentage of teachers on your staff use the BCTF Resources Center?

6.2 over 75%
5.1 50 - 75%
13.1 25 - 50%
70.2 less than 25%
5.4 (No response)

16. What other sources do your teachers use for professional materials and services? (Percentage of total choosing each response.)

44.4 universities
20.0 regional colleges
65.7 public libraries
24.8 other (please specify)

17. How might professional needs of the teachers on your staff best be met? (Percentage of total choosing each response.)

48.3 improved professional collections in schools
46.8 improved professional collections and services in District Resource Centers
10.9 teachers' professional materials in local public libraries
22.2 improved access to professional materials in colleges and universities
12.2 creation of regional collections and services
25.6 creation of 'travelling' collections
19.8 expansion of BCTF Resources Center collection services
19.4 other (please give us *your* ideas)_____

APPENDIX A-3

KEY SCHOOL QUESTIONNAIRE – BREAKDOWN BY DISTRICT

1. What is your school district number? _____

2. What type is your school?

1	elementary
3	junior secondary
3	senior secondary
3	secondary
-	community
4	other (please specify)_____
2	elementary - junior secondary

3. How many teachers are there in your school?

1	under 5
1	5 - 10
2	11 - 25
3	26 - 50
4	51 - 100
4	over 100

4. Does your school have a professional collection?

1 yes 2 no
3 no response

5. Does your school have a teacher-librarian?

1	full-time
2	half-time
3	no time
4	no response

6. How many volumes of professional material does your school have?

1	under 25
2	26 - 100
3	101 - 250
4	251 - 500
5	501 - 1,000
6	over 1,000
7	no response

7. Estimate percentage of the professional collection published since 1968.

1	over 75%
2	50 - 75%
3	25 - 50%
4	less than 25%
5	no response

8. How many *professional* periodical titles?

1	none
2	1 - 5
3	6 - 15
4	16 - 25
5	over 25
6	no response

9. How many other *professional* materials are there in your school? (Enter number of titles.)

1	films
2	audiotapes
3	videotapes
4	kits
5	none
6	other (please specify)
7	no response

10. Where are the professional materials *primarily* located in your school?

_1_ school library
_2_ principal's office
_3_ various offices or classrooms
_4_ staff room
_5_ other (please specify)
_6_ no response

11. Are most of these materials catalogued?

_1_ yes _2_ no
_3_ no response

12. What proportion of the library budget is spent on professional materials?

_1_ none
_2_ 1 - 2%
_3_ 3 - 5%
_4_ over 5%
_5_ no response

13. Where does the money come from?

_1_ no money
_2_ school board
_3_ local association
_4_ staff assessment
_5_ combination of the above
_6_ other (please specify)
_7_ no response

14. What percentage of teachers on your staff use the professional materials and services of the District Resource Center?

_1_ over 75%
_2_ 50 - 75%
_3_ 25 - 50%
_4_ less than 25%
_5_ no response

15. What percentage of teachers on your staff use the BCTF Resources Center?

_1_ over 75%
_2_ 50 - 75%
_3_ 25 - 50%
_4_ less than 25%
_5_ no response

16. What other sources do your teachers use for professional materials and services?

_1_ universities
_2_ regional colleges
_3_ public libraries
_4_ other (please specify)
_5_ no response

17. How might professional needs of the teachers on your staff best be met?

_1_ improved professional collections in schools
_2_ improved professional collections and services in District Resource Centers
_3_ teachers' professional materials in local public libraries
_4_ improved access to professional materials in colleges and universities
_5_ creation of regional collections and services
_6_ creation of 'travelling' collections
_7_ expansion of BCTF Resources Center collection services
_8_ other (please give us *your* ideas)_____

APPENDIX A-4

SCHOOL QUESTIONNAIRE – BREAKDOWN BY DISTRICT (FREQUENCIES REPORTED)

District Number	Replies	2. What type is your school?				3. How many teachers are there in your school?				
	No.	*1	2	3	4	*1	2	3	4	5
1	5	3	1	1	-	-	4	1	-	-
2	4	4	-	-	-	-	4	-	-	-
3	10	8	-	2	-	6	3	1	-	-
4	7	4	2	1	-	4	3	-	-	-
7	17	12	1	3	1	9	6	2	-	-
9	11	9	-	1	1	7	3	1	-	-
10	3	1	-	1	1	1	2	-	-	-
11	11	8	-	3	-	4	4	1	1	1
12	1	1	-	-	-	-	1	-	-	-
13	3	2	-	1	-	2	1	-	-	-
14	4	2	1	-	1	1	-	3	-	-
15	9	6	-	2	1	4	4	-	1	-
16	2	2	-	-	-	2	-	-	-	-
17	3	3	-	-	-	3	-	-	-	-
18	4	4	-	-	-	2	2	-	-	-
19	5	3	1	1	-	2	2	1	-	-
21	3	2	-	1	-	-	3	-	-	-
22	16	12	-	4	-	5	7	4	-	-
23	20	15	-	5	-	7	8	5	-	-
24	34	26	2	6	-	9	20	3	2	-
26	4	4	-	-	-	3	1	-	-	-
27	27	22	2	3	-	18	6	3	-	-
28	13	10	1	2	-	8	3	2	-	-
29	2	2	-	-	-	2	-	-	-	-
30	7	5	-	1	1	3	4	-	-	-
31	4	4	-	-	-	2	2	-	-	-
32	3	-	2	1	-	1	2	-	-	-
33	22	19	-	2	1	13	7	2	-	-
34	20	15	1	4	-	13	4	2	1	-
35	20	13	1	6	-	9	7	4	-	-
36	39	33	-	6	-	11	21	6	1	-

* Please consult key for interpretation of results.

District Number	Replies	2. What type is your school?				3. How many teachers are there in your school?				
	No.	1	2	3	4	1	2	3	4	5
37	23	17	-	6	-	2	9	10	2	-
38	27	23	-	4	-	9	13	4	1	-
39	94	71	7	14	2	18	52	11	11	2
40	6	5	-	-	1	2	3	-	1	-
41	43	34	1	8	-	9	25	4	5	-
42	16	13	-	3	-	9	5	1	1	-
43	35	29	-	5	1	3	26	4	2	-
44	36	31	1	4	-	7	24	2	3	-
45	13	10	-	3	-	2	8	1	2	-
46	5	5	-	-	-	3	2	-	-	-
47	10	9	-	1	-	4	5	1	-	-
48	6	5	-	1	-	1	5	-	-	-
49	4	3	-	-	1	2	2	-	-	-
50	4	2	1	1	-	1	3	-	-	-
52	10	7	-	3	-	-	8	2	-	-
54	5	4	-	1	-	2	3	-	-	-
55	7	5	1	-	1	4	3	-	-	-
56	7	4	-	1	2	3	3	1	-	-
57	38	28	1	9	-	8	25	4	1	-
59	17	13	-	3	1	7	6	4	-	-
60	12	8	2	2	-	6	4	2	-	-
61	43	31	-	11	1	6	22	13	2	-
62	13	10	1	2	-	4	6	1	1	1
63	13	10	-	3	-	6	5	1	-	1
64	4	3	-	1	-	3	1	-	-	-
65	18	15	-	3	-	9	6	3	-	-
66	4	2	-	2	-	2	1	1	-	-
68	33	25	-	7	1	16	13	3	1	-
69	5	3	-	2	-	2	2	1	-	-
70	23	18	-	5	-	9	10	3	1	-
71	14	10	-	4	-	4	7	2	1	-
72	10	6	2	2	-	4	5	1	-	-

District Number	Replies	2. What type is your school?					3. How many teachers are there in your school?				
	No.	1	2	3	4		1	2	3	4	5
75	14	11	-	3	-		9	3	2	-	-
76	2	1	-	-	1		-	1	1	-	-
77	2	2	-	-	-		1	1	-	-	-
80	5	4	-	1	-		-	3	1	1	-
81	3	2	-	-	1		1	2	-	-	-
84	3	2	-	1	-		3	-	-	-	-
85	11	5	4	2	-		6	5	-	-	-
86	7	5	-	-	2		6	1	-	-	-
87	3	1	1	-	1		2	1	-	-	-
88	8	6	1	1	-		1	7	-	-	-
89	21	15	2	4	-		14	5	2	-	-

District Number	Replies	4. Does your school have a professional collection?				5. Does your school have a teacher librarian?			
	No.	1	2	3		1	2	3	4
1	5	4	1	-		4	1	-	-
2	4	3	1	1		3	1	-	-
3	10	5	4	-		3	1	6	-
4	7	5	2	-		1	1	5	-
7	17	11	6	-		3	5	9	-
9	11	7	4	-		3	1	7	-
10	3	1	2	-		-	-	2	1
11	11	8	2	1		2	4	5	-
12	1	1	-	-		1	-	-	-
13	3	2	1	-		-	1	1	1
14	4	4	-	-		2	1	1	-
15	9	7	2	-		5	3	1	-
16	2	1	1	-		-	-	2	-
17	3	2	1	-		-	2	1	-
18	4	3	1	-		1	1	1	1
19	5	4	-	1		2	3	-	-
21	3	2	-	1		2	1	-	-
22	16	12	4	-		8	8	-	-
23	20	10	8	2		14	5	1	-
24	34	29	5	-		20	11	3	-
26	4	1	3	-		1	-	3	-
27	27	14	11	2		6	4	17	-
28	13	10	3	-		2	10	1	-
29	2	1	1	-		-	-	2	-
30	7	5	2	-		-	4	3	-
31	4	3	1	-		1	2	1	-
32	3	2	1	-		-	3	-	-
33	22	16	4	2		4	13	5	-
34	20	13	6	1		5	8	7	-
35	20	12	7	1		7	10	3	-
36	39	23	12	4		17	19	3	-

District Number	Replies	4. Does your school have a professional collection?				5. Does your school have a teacher librarian?			
	No.	1	2	3		1	2	3	4
37	23	19	3	1		20	1	2	-
38	27	21	1	5		17	5	5	-
39	94	70	16	8		61	11	21	1
40	6	5	1	-		4	2	-	-
41	43	32	11	-		29	11	2	1
42	16	13	3	-		4	8	4	-
43	35	29	6	-		20	15	-	-
44	36	24	12	-		22	9	5	-
45	13	8	5	-		6	5	2	-
46	5	3	2	-		2	-	3	-
47	10	8	2	-		3	5	2	-
48	6	4	2	-		1	4	1	-
49	4	4	-	-		-	1	3	-
50	4	2	2	-		1	2	1	-
52	10	8	2	-		2	7	1	-
54	5	4	1	-		1	2	2	-
55	7	4	3	-		-	3	4	-
56	7	6	1	-		4	-	3	-
57	38	27	11	-		21	13	4	-
59	17	11	6	-		9	2	6	-
60	12	7	5	-		4	1	7	-
61	43	36	7	-		23	10	10	-
62	13	11	2	-		1	11	1	-
63	13	7	6	-		4	6	2	1
64	4	1	3	-		-	1	3	-
65	18	14	4	-		6	11	1	-
66	4	4	-	-		2	1	1	-
68	33	21	12	-		6	1	26	-
69	5	5	-	-		2	1	2	-
70	23	20	3	-		8	7	8	-
71	14	12	2	-		7	-	7	-
72	10	5	4	1		4	2	4	-

District Number	Replies	4. Does your school have a professional collection?				3. Does your school have a teacher librarian?			
	No.	1	2	3		1	2	3	4
75	14	8	6	-		4	1	9	-
76	2	2	-	-		2	-	-	-
77	2	2	-	-		1	1	-	-
80	5	5	-	-		4	1	-	-
81	3	-	3	-		-	-	3	-
84	3	-	3	-		-	-	3	-
85	11	5	6	-		-	4	7	-
86	7	3	4	-		-	1	6	-
87	3	-	3	-		-	-	3	-
88	8	6	2	-		1	4	3	-
89	21	12	9	-		4	12	5	-

District Number	Replies	6. How many volumes of professional material does your school have?						
	No.	1	2	3	4	5	6	7
1	5	2	2	-	1	-	-	-
2	4	-	3	-	1	-	-	-
3	10	5	3	2	-	-	-	-
4	7	3	3	1	-	-	-	-
7	17	11	5	1	-	-	-	-
9	11	5	2	1	1	1	1	-
10	3	2	-	1	-	-	-	-
11	11	3	6	-	1	1	-	-
12	1	-	-	1	-	-	-	-
13	3	3	-	-	-	-	-	-
14	4	-	3	-	1	-	-	-
15	9	4	4	1	-	-	-	-
16	2	1	1	-	-	-	-	-
17	3	2	-	1	-	-	-	-
18	4	2	1	1	-	-	-	-
19	5	-	4	1	-	-	-	-
21	3	1	2	-	-	-	-	-
22	16	8	4	3	1	-	-	-
23	20	12	5	-	2	-	1	-
24	34	4	18	4	4	2	-	2
26	4	3	-	-	-	-	-	1
27	27	17	9	-	1	-	-	-
28	13	6	6	1	-	-	-	-
29	2	2	-	-	-	-	-	-
30	7	4	3	-	-	-	-	-
31	4	2	2	-	-	-	-	-
32	3	2	1	-	-	-	-	-
33	22	8	7	5	-	1	-	1
34	20	10	6	1	-	1	-	2
35	20	14	3	2	-	1	-	-
36	39	16	18	2	-	-	-	3

District Number	Replies	6. How many volumes of professional material does your school have?						
	No.	1	2	3	4	5	6	7
37	23	8	8	4	2	1	-	-
38	27	12	12	3	-	-	-	-
39	94	41	38	9	-	2	-	4
40	6	1	3	2	-	-	-	-
41	43	16	17	6	1	1	1	1
42	16	9	7	-	-	-	-	-
43	35	7	18	8	1	-	1	-
44	36	17	10	6	2	-	-	1
45	13	5	6	1	-	1	-	-
46	5	2	2	1	-	-	-	-
47	10	5	4	1	-	-	-	-
48	6	2	3	-	-	-	-	1
49	4	1	3	-	-	-	-	-
50	4	2	2	-	-	-	-	-
52	10	4	3	2	1	-	-	-
54	5	2	3	-	-	-	-	-
55	7	4	2	1	-	-	-	-
56	7	4	1	1	-	-	-	1
57	38	13	16	3	2	1	-	3
59	17	6	9	2	-	-	-	-
60	12	5	5	-	1	-	1	-
61	43	11	22	8	1	-	-	1
62	13	6	6	1	-	-	-	-
63	13	9	3	1	-	-	-	-
64	4	4	-	-	-	-	-	-
65	18	5	10	2	1	-	-	-
66	4	1	1	2	-	-	-	-
68	33	21	6	4	-	-	-	2
69	5	1	2	2	-	-	-	-
70	23	8	8	3	2	-	-	2
71	14	5	3	5	-	-	-	1
72	10	4	-	2	1	1	-	2

District Number	Replies	6. How many volumes of professional material does your school have?						
	No.	1	2	3	4	5	6	7
75	14	8	5	1	-	-	-	-
76	2	1	-	1	-	-	-	-
77	2	-	1	-	1	-	-	-
80	5	-	3	1	1	-	-	-
81	3	2	1	-	-	-	-	-
84	3	2	1	-	-	-	-	-
85	11	5	6	-	-	-	-	-
86	7	5	2	-	-	-	-	-
87	3	3	-	-	-	-	-	-
88	8	3	3	1	1	-	-	-
89	21	16	3	1	-	-	-	1

District Number	Replies	7. Estimate percentage of the professional collection published since 1968.					8. How many professional periodical titles?					
	No.	1	2	3	4	5	1	2	3	4	5	6
1	5	2	1	-	2	-	-	2	2	1	-	-
2	4	2	-	1	1	-	-	3	1	-	-	-
3	10	-	2	4	3	1	1	8	1	-	-	-
4	7	1	-	4	2	-	-	7	-	-	-	-
7	17	3	4	3	7	-	1	14	1	1	-	-
9	11	1	4	2	4	-	3	5	2	-	1	-
10	3	2	-	-	1	-	-	2	1	-	-	-
11	11	1	1	6	3	-	-	8	2	1	-	-
12	1	-	1	-	-	-	-	1	-	-	-	-
13	3	1	-	-	2	-	1	2	-	-	-	-
14	4	-	1	3	-	-	-	1	3	-	-	-
15	9	6	-	-	3	-	1	5	2	1	-	-
16	2	-	1	-	1	-	-	2	-	-	-	-
17	3	2	-	1	-	-	-	3	-	-	-	-
18	4	1	1	-	2	-	1	3	-	-	-	-
19	5	2	2	-	1	-	-	3	2	-	-	-
21	3	-	-	2	1	-	-	2	1	-	-	-
22	16	4	3	3	6	-	2	10	4	-	-	-
23	20	-	5	6	7	2	1	18	1	-	-	-
24	34	12	10	6	4	2	1	22	7	2	2	-
26	4	-	-	-	3	1	-	3	-	-	-	1
27	27	5	3	8	11	-	4	19	4	-	-	-
28	13	3	5	2	2	1	1	9	3	-	-	-
29	2	1	-	-	1	-	1	1	-	-	-	-
30	7	1	3	1	2	-	2	5	-	-	-	-
31	4	3	-	-	1	-	-	4	-	-	-	-
32	3	1	2	-	-	-	-	3	-	-	-	-
33	22	2	7	6	5	2	1	16	4	-	1	-
34	20	5	2	6	4	3	2	13	3	1	-	1
35	20	7	5	4	4	-	7	11	-	1	1	-
36	39	11	5	6	13	4	7	25	4	-	-	3

District Number	Replies	7. Estimate percentage of the professional collection published since 1968.					8. How many professional periodical titles?					
	No.	1	2	3	4	5	1	2	3	4	5	6
37	23	6	4	8	4	1	1	12	9	1	-	-
38	27	7	9	5	5	1	1	17	8	-	-	1
39	94	28	22	11	20	13	3	60	27	1	2	1
40	6	1	3	1	-	1	-	2	4	-	-	-
41	43	10	12	10	7	4	2	30	5	1	4	1
42	16	6	3	2	5	-	1	12	2	1	-	-
43	35	16	9	5	5	-	1	19	11	2	2	-
44	36	7	10	7	10	2	3	26	6	-	1	-
45	13	2	2	2	7	-	1	9	3	-	-	-
46	5	2	1	1	1	-	-	2	3	-	-	-
47	10	1	4	1	4	-	-	9	1	-	-	-
48	6	-	2	2	1	1	-	3	2	-	-	1
49	4	1	1	-	2	-	-	4	-	-	-	-
50	4	-	3	-	1	-	-	3	1	-	-	-
52	10	3	2	3	2	-	-	6	4	-	-	-
54	5	3	2	-	-	-	1	4	-	-	-	-
55	7	2	-	2	3	-	2	4	1	-	-	-
56	7	1	2	1	2	1	1	5	1	-	-	-
57	38	15	8	7	6	2	4	28	5	1	-	-
59	17	4	3	5	3	2	1	13	3	-	-	-
60	12	1	6	1	4	-	1	10	1	-	-	-
61	43	13	10	12	7	1	4	29	8	1	-	1
62	13	5	3	3	1	1	2	10	1	-	-	-
63	13	5	3	-	3	2	2	10	1	-	-	-
64	4	-	1	1	1	1	2	1	-	-	-	1
65	18	3	2	7	6	-	3	11	4	-	-	-
66	4	1	1	1	1	-	-	2	2	-	-	-
68	33	9	2	9	8	5	6	22	4	-	1	-
69	5	2	-	1	2	-	1	1	2	1	-	-
70	23	6	7	4	3	3	2	16	4	-	-	1
71	14	2	3	5	3	1	2	9	3	-	-	-
72	10	4	1	2	2	1	-	8	2	-	-	-

District Number	Replies	7. Estimate percentage of the professional collection published since 1968.					8. How many professional periodical titles?					
	No.	1	2	3	4	5	1	2	3	4	5	6
75	14	5	2	3	4	-	-	12	2	-	-	-
76	2	-	-	1	1	-	-	2	-	-	-	-
77	2	1	1	-	-	-	-	1	1	-	-	-
80	5	1	-	3	1	-	-	3	1	1	-	-
81	3	-	1	-	2	-	1	2	-	-	-	-
84	3	-	1	1	1	-	-	3	-	-	-	-
85	11	3	4	3	1	-	2	8	-	-	-	1
86	7	1	-	3	3	-	1	6	-	-	-	-
87	3	-	-	-	2	1	1	2	-	-	-	-
88	8	4	2	1	1	-	-	6	2	-	-	-
89	21	5	2	4	8	2	3	16	2	-	-	-

District Number	Replies	9. How many other professional materials are there in your school? (Enter number of titles.)					
	No.	1	2	3	4	5	6
1	5	-	-	-	3	2	1
2	4	-	-	1	2	2	-
3	10	3	-	-	-	5	3
4	7	-	-	-	-	6	1
7	17	-	1	-	-	14	1
9	11	1	-	-	3	8	2
10	3	-	-	-	1	2	-
11	11	-	1	-	1	7	1
12	1	-	-	-	1	-	-
13	3	-	-	-	-	3	-
14	4	-	-	-	1	3	-
15	9	-	-	-	1	7	1
16	2	-	1	-	-	1	-
17	3	-	2	-	3	-	1
18	4	-	-	-	-	3	1
19	5	1	-	1	1	2	2
21	3	-	-	-	1	2	-
22	16	-	-	-	3	12	-
23	20	2	2	2	2	12	2
24	34	2	3	4	10	14	8
26	4	-	-	-	-	2	-
27	27	1	2	1	3	23	1
28	13	1	-	1	2	10	-
29	2	1	-	1	1	1	-
30	7	-	1	-	1	5	2
31	4	1	-	1	-	3	-
32	3	-	-	-	-	3	-
33	22	5	4	3	4	12	2
34	20	1	3	-	4	11	2
35	20	3	4	2	5	9	5
36	39	2	3	2	4	27	2

District Number	Replies	9. How many other professional materials are there in your school? (Enter number of titles.)					
	No.	1	2	3	4	5	6
37	23	3	3	3	4	15	4
38	27	3	5	-	7	16	2
39	94	12	12	4	17	63	12
40	6	-	1	-	-	5	-
41	43	3	8	1	7	32	6
42	16	-	1	-	1	13	1
43	35	2	6	3	8	25	4
44	36	1	4	1	9	26	3
45	13	1	3	1	1	9	1
46	5	-	-	-	1	4	-
47	10	1	1	1	1	9	-
48	6	-	2	1	1	3	-
49	4	-	-	-	-	4	-
50	4	-	-	-	-	4	-
52	10	-	-	-	-	10	-
54	5	-	2	-	1	2	1
55	7	-	-	-	-	6	1
56	7	2	1	-	-	5	-
57	38	1	3	1	3	30	4
59	17	-	2	1	2	13	1
60	12	-	2	-	3	6	2
61	43	2	3	-	12	30	4
62	13	-	-	-	1	11	1
63	13	-	2	-	2	9	1
64	4	-	-	-	-	3	-
65	18	1	1	1	2	14	2
66	4	-	1	1	-	3	-
68	33	2	3	1	5	25	1
69	5	1	-	-	1	4	-
70	23	-	6	2	4	12	1
71	14	-	2	2	1	12	-
72	10	2	6	2	4	4	2

9. How many other professional materials are there in your school? (Enter number of titles.)

District Number	Replies						
	No.	1	2	3	4	5	6
75	14	-	1	-	2	11	2
76	2	-	1	-	1	-	-
77	2	-	-	-	-	2	-
80	5	-	3	-	1	2	1
81	3	-	-	-	-	3	-
84	3	1	-	-	1	1	2
85	11	-	3	3	2	6	-
86	7	-	-	-	-	7	-
87	3	-	-	-	-	3	-
88	8	1	-	-	-	6	2
89	21	-	2	-	2	14	3

District Number	Replies	10. Where are the professional materials primarily located in your school?						11. Are most of those materials catalogued?		
	No.	1	2	3	4	5	6	1	2	3
1	5	1	-	-	-	4	-	4	1	-
2	4	1	-	-	1	2	-	2	2	-
3	10	3	-	-	3	4	-	6	4	-
4	7	1	1	1	1	-	-	2	5	-
7	17	4	4	-	3	5	1	8	9	-
9	11	2	-	1	2	5	1	4	7	-
10	3	-	-	-	2	1	-	1	2	-
11	11	3	-	-	4	4	-	4	7	-
12	1	-	-	-	-	1	-	1	-	-
13	3	1	1	-	-	1	-	1	1	1
14	4	3	-	-	-	1	-	3	1	-
15	9	3	-	-	3	3	-	7	2	-
16	2	-	-	1	-	1	-	1	1	-
17	3	2	-	1	-	-	-	2	1	-
18	4	1	-	-	3	-	-	2	2	-
19	5	2	-	-	-	3	-	3	2	-
21	3	2	-	-	1	-	-	-	3	-
22	16	5	1	1	6	2	1	7	9	-
23	20	7	1	-	5	4	3	12	6	2
24	34	17	-	-	4	10	3	25	8	1
26	4	-	1	-	2	-	1	1	2	1
27	27	7	4	5	4	5	2	8	17	1
28	13	3	-	3	4	3	-	8	4	1
29	2	1	-	-	-	1	-	-	2	-
30	7	2	-	-	2	3	-	1	6	-
31	4	1	-	-	3	-	-	1	3	-
32	3	2	-	-	1	-	-	2	1	-
33	22	9	-	2	6	5	-	15	6	1
34	20	7	1	1	7	3	1	12	7	1
35	20	1	-	1	4	12	2	5	14	1
36	39	22	2	1	2	10	2	22	15	2

District Number	Replies	10. Where are the professional materials primarily located in your school?						11. Are most of those materials catalogued?		
	No.	1	2	3	4	5	6	1	2	3
37	23	15	-	1	1	5	1	20	2	1
38	27	14	-	-	8	4	1	20	6	1
39	94	39	3	5	13	30	4	42	47	5
40	6	4	-	-	2	-	-	3	3	-
41	43	17	2	1	8	13	2	28	13	2
42	16	6	-	2	6	1	1	9	7	-
43	35	20	-	1	2	12	-	32	3	-
44	36	18	-	4	5	9	-	22	13	1
45	13	3	1	2	2	5	-	7	5	1
46	5	-	-	-	2	3	-	2	3	-
47	10	5	-	-	4	1	-	7	3	-
48	6	1	-	-	2	3	-	4	1	1
49	4	1	-	1	1	1	-	3	1	-
50	4	2	-	1	-	1	-	1	3	-
52	10	5	-	1	3	1	-	5	5	-
54	5	3	-	-	2	-	-	3	2	-
55	7	2	-	-	2	2	1	3	3	1
56	7	2	1	-	4	-	-	2	4	1
57	38	22	-	-	4	9	3	28	7	3
59	17	8	-	-	5	3	1	9	6	2
60	12	4	-	2	3	3	-	6	6	-
61	43	28	-	1	2	12	-	35	8	-
62	13	7	-	2	-	4	-	8	5	-
63	13	6	1	1	1	3	1	6	6	1
64	4	-	-	-	1	2	1	1	2	1
65	18	5	1	1	6	3	2	12	5	1
66	4	1	1	-	1	1	-	3	1	-
68	33	4	2	-	18	5	4	5	25	3
69	5	2	-	1	-	1	1	2	2	1
70	23	9	-	1	7	5	1	12	10	1
71	14	3	-	4	3	4	-	8	6	-
72	10	4	1	-	3	2	-	5	5	-

District Number	Replies	10. Where are the professional materials primarily located in your school?						11. Are most of those materials catalogued?		
	No.	1	2	3	4	5	6	1	2	3
75	14	3	1	1	5	3	1	7	6	1
76	2	1	-	-	-	1	-	1	1	-
77	2	1	1	-	-	-	-	1	1	-
80	5	2	-	-	2	1	-	3	1	1
81	3	-	-	-	1	-	2	-	2	1
84	3	1	-	1	1	-	-	1	2	-
85	11	4	-	1	1	5	-	5	6	-
86	7	1	-	-	4	1	1	1	5	1
87	3	1	-	1	-	-	1	-	3	-
88	8	4	-	-	3	1	-	6	2	-
89	21	5	1	2	6	[illegible]	3	7	11	3

District Number	Replies	12. What proportion of the library budget is spent on professional materials?				
	No.	1	2	3	4	5
1	5	-	3	2	-	-
2	4	1	2	-	1	-
3	10	2	3	5	-	-
4	7	3	3	1	-	-
7	17	2	14	-	-	1
9	11	2	5	1	3	-
10	3	1	-	2	-	-
11	11	2	5	3	1	-
12	1	-	1	-	-	-
13	3	1	2	-	-	-
14	4	-	4	-	-	-
15	9	2	7	-	-	-
16	2	-	2	-	-	-
17	3	-	1	2	-	-
18	4	2	1	-	-	1
19	5	-	5	-	-	-
21	3	-	3	-	-	-
22	16	5	7	2	1	1
23	20	2	12	4	-	2
24	34	5	15	12	-	2
26	4	1	2	-	-	1
27	27	10	13	4	-	-
28	13	2	10	-	-	1
29	2	-	-	-	-	2
30	7	2	3	1	-	1
31	4	2	1	-	-	1
32	3	1	2	-	-	-
33	22	3	14	5	-	-
34	20	6	7	6	-	1
35	20	5	11	4	-	-
36	39	32	6	-	1	-

District Number	Replies	12. What proportion of the library budget is spent on professional materials?				
	No.	1	2	3	4	5
37	23	1	12	8	1	1
38	27	4	15	5	-	3
39	94	38	39	7	4	6
40	6	-	4	1	-	1
41	43	7	24	8	2	2
42	16	3	8	4	1	-
43	35	2	21	9	3	-
44	36	8	19	2	4	3
45	13	3	7	3	-	-
46	5	1	3	1	-	-
47	10	3	4	2	-	1
48	6	1	2	2	-	1
49	4	-	3	1	-	-
50	4	1	2	1	-	-
52	10	2	7	1	-	-
54	5	2	-	2	1	-
55	7	2	2	1	-	2
56	7	3	3	-	-	1
57	38	14	14	4	3	3
59	17	4	9	1	2	1
60	12	1	8	2	1	-
61	43	5	25	8	4	1
62	13	4	9	-	-	-
63	13	2	8	1	1	1
64	4	1	2	-	-	1
65	18	4	12	2	-	-
66	4	-	3	1	-	-
68	33	13	12	4	2	2
69	5	-	3	-	1	1
70	23	4	10	5	1	3
71	14	1	10	2	-	1
72	10	1	6	-	2	1

12. What proportion of the library budget is spent on professional materials?

District Number	Replies	1	2	3	4	5
	No.					
75	14	1	8	4	-	1
76	2	1	1	-	-	-
77	2	-	-	1	1	-
80	5	-	4	-	1	-
81	3	3	-	-	-	-
84	3	-	3	-	-	-
85	11	3	1	6	-	1
86	7	2	2	1	1	1
87	3	3	-	-	-	-
88	8	2	4	1	1	-
89	21	9	10	1	-	1

District Number	Replies	13. Where does the money come from?						
	No.	1	2	3	4	5	6	7
1	5	-	5	-	-	-	-	-
2	4	-	3	-	-	-	1	-
3	10	1	9	-	-	-	-	-
4	7	1	4	-	-	1	1	-
7	17	-	15	-	-	1	1	-
9	11	1	9	-	1	-	-	-
10	3	-	1	-	-	-	2	-
11	11	-	11	-	-	-	-	-
12	1	-	1	-	-	-	-	-
13	3	-	2	-	-	-	-	1
14	4	-	4	-	-	-	-	-
15	9	-	8	-	-	1	-	-
16	2	-	1	-	-	-	1	-
17	3	1	1	-	-	1	-	-
18	4	2	2	-	-	-	-	-
19	5	-	5	-	-	-	-	-
21	3	-	2	-	-	-	1	-
22	16	2	10	-	-	3	1	-
23	20	2	15	-	-	-	2	1
24	34	-	29	-	-	1	3	1
26	4	-	3	-	-	-	-	1
27	27	6	15	-	-	2	3	1
28	13	1	11	-	-	-	-	1
29	2	-	2	-	-	-	-	-
30	7	1	2	-	-	1	2	1
31	4	-	3	-	-	-	1	-
32	3	1	2	-	-	-	-	-
33	22	1	18	-	-	-	2	1
34	20	3	9	-	-	2	4	2
35	20	2	12	1	-	1	4	-
36	39	12	9	-	2	2	9	5

District Number	Replies	13. Where does the money come from?						
	No.	1	2	3	4	5	6	7
37	23	-	22	-	-	-	-	1
38	27	-	19	-	-	1	5	2
39	94	12	51	-	-	14	10	7
40	6	-	5	-	-	-	1	-
41	43	-	27	-	1	3	8	4
42	16	1	12	-	-	-	3	-
43	35	2	28	-	-	1	4	-
44	36	2	24	-	1	1	7	1
45	13	1	8	-	-	3	1	-
46	5	-	2	1	-	1	1	-
47	10	-	6	-	-	1	2	1
48	6	1	4	-	-	-	-	1
49	4	-	4	-	-	-	-	-
50	4	-	4	-	-	-	-	-
52	10	1	9	-	-	-	-	-
54	5	-	4	-	-	-	1	-
55	7	1	4	-	-	-	1	1
56	7	1	2	3	-	-	-	1
57	38	2	26	-	-	2	3	5
59	17	-	12	-	1	2	1	1
60	12	-	12	-	-	-	-	-
61	43	2	33	-	-	-	8	-
62	13	2	8	-	-	1	1	1
63	13	2	10	-	-	-	-	1
64	4	1	2	-	-	-	-	1
65	18	2	13	1	-	-	2	-
66	4	-	4	-	-	-	-	-
68	33	6	20	-	-	2	1	4
69	5	-	4	-	-	-	-	1
70	23	1	16	-	1	1	1	3
71	14	1	13	-	-	-	-	-
72	10	1	8	-	-	1	-	-

District Number	Replies	13. Where does the money come from?						
	No.	1	2	3	4	5	6	7
75	14	1	12	-	-	1	-	-
76	2	1	1	-	-	-	-	-
77	2	-	2	-	-	-	-	-
80	5	-	4	-	-	1	-	-
81	3	-	1	-	-	1	-	1
84	3	-	3	-	-	-	-	-
85	11	-	11	-	-	-	-	-
86	7	1	3	-	-	-	2	1
87	3	3	-	-	-	-	-	-
88	8	1	5	-	-	2	-	-
89	21	3	11	-	-	2	3	2

District Number	Replies	14. What percentage of teachers on your staff use the professional materials and services of the District Resource Center?					15. What percentage of teachers on your staff use the BCTF Resources Center?				
	No.	1	2	3	4	5	1	2	3	4	5
1	5	-	-	-	5	-	-	-	-	5	-
2	4	3	-	-	1	-	1	1	1	1	-
3	10	4	2	-	3	-	-	1	-	8	1
4	7	3	2	-	2	-	2	-	-	4	1
7	17	5	2	6	4	-	1	-	4	12	-
9	11	2	-	1	7	1	3	-	-	7	1
10	3	-	-	1	2	-	-	-	-	3	-
11	11	1	1	-	9	-	-	-	2	9	-
12	1	-	1	-	-	-	-	-	-	1	-
13	3	-	-	-	2	1	-	-	-	3	-
14	4	-	-	2	2	-	-	-	-	4	-
15	9	5	-	2	2	-	-	1	-	8	-
16	2	-	-	-	1	1	1	-	1	-	-
17	3	-	-	-	3	-	2	-	-	1	-
18	4	1	1	-	2	-	-	-	1	3	-
19	5	2	1	-	2	-	-	-	-	5	-
21	3	-	-	-	3	-	-	-	1	2	-
22	16	5	4	4	3	-	-	1	1	14	-
23	20	7	1	2	9	1	-	-	2	15	3
24	34	17	5	4	6	2	2	-	2	28	2
26	4	3	-	-	1	-	-	-	1	3	-
27	27	13	2	6	6	-	3	1	3	18	2
28	13	5	2	2	4	-	-	-	1	12	-
29	2	1	-	-	1	-	1	-	-	1	-
30	7	3	-	2	2	-	1	-	2	4	-
31	4	1	1	-	2	-	-	1	-	3	-
32	3	-	1	-	2	-	-	-	1	2	-
33	22	11	7	-	4	-	5	-	1	15	1
34	20	6	4	4	5	1	2	2	2	13	1
35	20	9	5	4	2	-	1	2	2	15	-
36	39	16	4	11	8	-	3	2	8	25	1

District Number	Replies	14. What percentage of teachers on your staff use the professional materials and services of the District Resource Center?					15. What percentage of teachers on your staff use the BCTF Resources Center?				
	No.	1	2	3	4	5	1	2	3	4	5
37	23	6	3	5	7	2	-	2	4	14	3
38	27	1	2	3	17	4	-	2	3	21	1
39	94	22	16	17	30	9	8	11	22	40	13
40	6	3	2	1	-	-	-	-	3	2	1
41	43	16	13	4	9	1	4	3	3	31	2
42	16	5	6	-	5	-	-	-	5	11	-
43	35	11	9	10	5	-	1	1	8	24	1
44	36	14	6	8	7	1	1	1	5	28	1
45	13	4	2	1	6	-	-	1	1	11	-
46	5	3	2	-	-	-	2	1	1	1	-
47	10	6	1	-	3	-	1	-	1	8	-
48	6	2	-	1	3	-	1	1	-	4	-
49	4	-	-	-	4	-	1	1	1	1	-
50	4	1	1	2	-	-	-	-	2	2	-
52	10	4	1	-	5	-	-	-	-	10	-
54	5	2	2	-	1	-	-	-	1	3	1
55	7	4	-	1	1	1	1	-	1	4	1
56	7	2	1	1	2	1	-	-	1	6	-
57	38	15	1	7	12	3	1	3	1	30	3
59	17	6	3	5	2	1	2	-	-	14	1
60	12	6	-	4	2	-	2	-	-	10	-
61	43	17	3	8	14	1	-	3	5	33	2
62	13	6	3	3	1	-	-	1	2	10	-
63	13	10	1	-	2	-	2	1	3	[illegible]	2
64	4	2	1	-	-	1	1	-	1	1	1
65	18	10	2	2	4	-	-	3	-	14	1
66	4	1	2	-	1	-	-	-	-	4	-
68	33	10	3	8	10	2	1	1	3	25	3
69	5	1	-	-	2	2	-	-	1	3	1
70	23	11	3	3	6	-	1	-	3	19	-
71	14	9	1	1	3	-	-	-	1	12	1
72	10	9	-	-	1	-	-	-	3	7	-

District Number	Replies	14. What percentage of teachers on your staff use the professional materials and services of the District Resource Center?					15. What percentage of teachers on your staff use the BCTF Resources Center?				
	No.	1	2	3	4	5	1	2	3	4	5
75	14	8	2	1	3	-	1	-	2	11	-
76	2	1	-	-	1	-	-	-	-	2	-
77	2	-	-	-	2	-	-	-	1	1	-
80	5	-	-	-	4	1	-	1	1	2	1
81	3	1	-	-	-	2	1	-	1	1	-
84	3	1	-	-	2	-	1	-	-	2	-
85	11	3	6	2	-	-	-	1	2	8	-
86	7	2	1	1	2	1	-	1	1	5	-
87	3	-	-	-	1	2	-	-	-	3	-
88	8	3	1	1	3	-	-	-	1	7	-
89	21	11	3	-	6	1	2	1	3	14	1

District Number	Replies	16. What other sources do your teachers use for professional materials and services?			
	No.	1	2	3	4
1	5	1	3	2	1
2	4	-	-	4	2
3	10	1	-	9	-
4	7	2	-	1	3
7	17	9	11	6	3
9	11	2	11	7	1
10	3	-	3	1	-
11	11	4	9	6	-
12	1	1	-	-	-
13	3	-	-	1	1
14	4	1	1	3	-
15	9	3	-	8	1
16	2	-	-	2	-
17	3	1	-	2	1
18	4	-	-	2	-
19	5	1	-	3	-
21	3	1	1	3	1
22	16	5	3	11	2
23	20	4	-	14	3
24	34	7	18	20	5
26	4	1	-	-	2
27	27	8	1	5	7
28	3	5	2	6	4
29	2	-	-	-	1
30	7	1	-	2	3
31	4	1	-	3	-
32	3	2	-	1	-
33	22	9	2	16	5
34	20	9	-	11	5
35	20	15	4	12	3
36	39	18	21	30	12

District Number	Replies	16. What other sources do your teachers use for professional materials and services?			
	No.	1	2	3	4
37	23	13	8	19	4
38	27	16	6	23	5
39	94	66	26	80	35
40	6	5	3	5	1
41	43	25	4	35	17
42	16	11	3	11	4
43	35	25	6	32	7
44	36	20	8	29	11
45	13	9	4	10	-
46	5	2	-	2	4
47	10	4	1	3	2
48	6	4	-	-	1
49	4	-	-	1	1
50	4	3	-	1	1
52	10	1	-	9	4
54	5	2	-	1	2
55	7	1	1	3	3
56	7	2	1	4	6
57	38	1	4	23	11
59	17	3	-	11	3
60	12	2	-	8	2
61	43	39	1	34	7
62	13	11	-	9	2
63	13	9	1	12	5
64	4	2	1	-	1
65	18	7	1	8	9
66	4	2	2	3	-
68	33	14	20	20	11
69	5	-	1	3	-
70	23	10	1	15	4
71	14	2	1	11	4
72	10	3	-	7	2

District Number	Replies No.	16. What other sources do your teachers use for professional materials and services? 1	2	3	4
75	14	8	-	12	4
76	2	1	-	2	-
77	2	1	1	2	1
80	5	2	1	4	-
81	3	-	-	1	2
84	3	-	-	1	1
85	11	8	2	3	-
86	7	-	2	1	2
87	3	-	-	-	-
88	8	1	-	3	1
89	21	3	3	12	5

District Number	Replies	17. How might professional needs of the teachers on your staff best be met?							
	No.	1	2	3	4	5	6	7	8
1	5	3	2	1	1	-	3	2	-
2	4	3	4	-	-	-	1	-	-
3	10	4	5	-	1	3	-	3	-
4	7	2	4	-	-	1	4	1	-
7	17	10	10	1	2	4	6	3	1
9	11	5	3	1	4	6	7	4	-
10	3	1	2	-	-	-	-	-	-
11	11	5	5	-	1	4	-	3	-
12	1	-	-	-	-	-	-	-	-
13	3	2	2	-	1	1	2	-	-
14	4	2	1	1	-	-	1	1	-
15	9	6	5	2	4	1	2	1	1
16	2	-	1	-	-	1	-	-	-
17	3	1	1	1	2	1	1	2	-
18	4	1	3	-	1	1	2	1	-
19	5	2	2	2	1	-	-	-	-
21	3	1	1	-	1	1	1	-	1
22	16	8	12	1	3	1	2	3	2
23	20	9	9	1	2	2	3	3	4
24	34	16	20	3	3	4	9	6	4
26	4	2	2	-	-	1	2	1	-
27	27	13	14	1	4	3	13	8	2
28	13	7	5	2	1	2	6	1	2
29	2	-	-	-	-	-	1	-	1
30	7	5	3	-	-	2	2	1	-
31	4	3	4	-	1	-	1	1	-
32	3	1	1	-	1	-	2	-	-
33	22	11	13	4	3	2	4	2	1
34	20	11	8	-	1	2	3	2	4
35	20	12	12	3	6	4	8	7	4
36	39	21	18	6	9	5	7	8	3

District Number	Replies	17. How might professional needs of the teachers on your staff best be met?							
	No.	1	2	3	4	5	6	7	8
37	23	12	6	7	15	1	3	9	2
38	27	10	17	3	2	6	4	3	4
39	94	41	23	13	24	7	24	17	32
40	6	3	6	-	1	2	-	2	-
41	43	17	20	7	7	6	7	7	15
42	16	10	9	2	6	1	3	5	5
43	35	12	13	7	14	3	8	5	6
44	36	26	17	6	9	-	8	9	4
45	13	7	5	-	3	2	1	1	3
46	5	2	3	-	2	3	2	2	1
47	10	4	5	-	3	-	3	-	4
48	6	2	3	-	1	-	3	2	2
49	4	3	-	1	1	1	2	4	1
50	4	4	2	-	-	1	2	2	-
52	10	4	3	1	2	1	5	2	1
54	5	2	3	-	1	-	-	2	-
55	7	3	3	1	-	-	5	2	2
56	7	4	4	-	2	1	4	2	2
57	38	12	18	5	7	5	5	7	13
59	17	9	7	1	4	2	3	4	4
60	12	7	2	1	2	1	7	-	4
61	43	31	18	1	17	3	8	3	7
62	13	7	9	-	4	-	2	1	3
63	13	7	8	2	2	-	3	1	6
64	4	1	1	-	-	-	1	-	3
65	18	10	11	-	6	1	5	4	3
66	4	-	-	-	-	-	2	1	2
68	33	13	15	6	6	3	9	5	6
69	5	3	1	-	1	-	2	3	1
70	23	7	14	5	3	1	6	5	6
71	14	4	6	1	3	-	1	2	3
72	10	4	6	1	2	-	4	3	2

District Number	Replies	17. How might professional needs of the teachers on your staff best be met?							
	No.	1	2	3	4	5	6	7	8
75	14	8	7	-	4	6	1	1	2
76	2	-	-	1	1	-	-	-	-
77	2	1	-	-	-	1	1	-	1
80	5	5	4	-	1	-	-	2	3
81	3	2	2	1	3	1	2	2	2
84	3	2	1	-	-	-	2	-	-
85	11	6	6	-	6	5	7	6	3
86	7	5	5	3	2	1	1	3	1
87	3	1	1	-	-	2	1	-	-
88	8	6	3	-	1	2	1	1	3
89	21	4	13	3	4	2	8	5	3

APPENDIX A-5

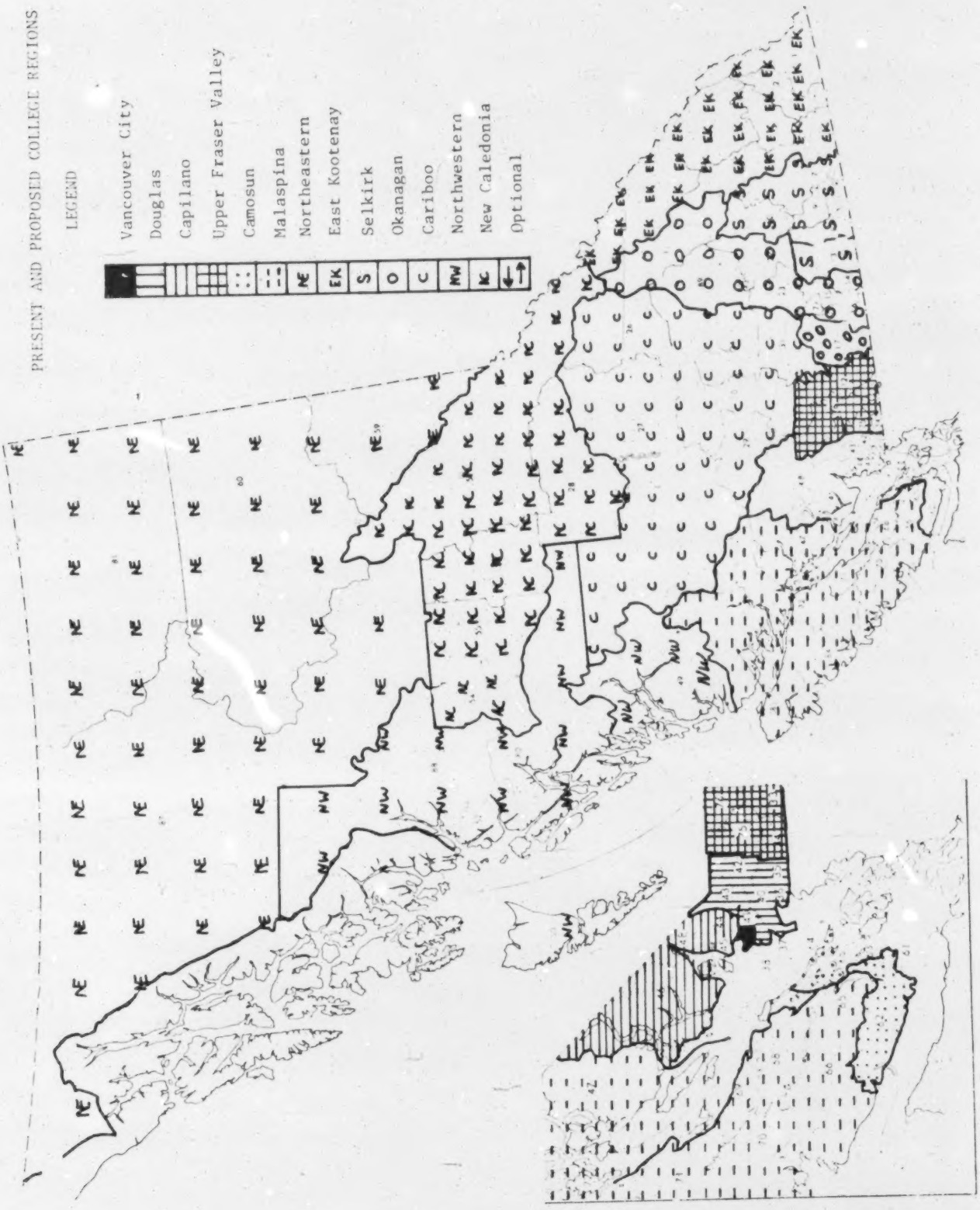
SUMMARY OF RESPONSES OF TEACHERS TO QUESTION 17[1]

(Question 17: How might professional nedds of the teachers on your staff best be met?)

	No.
1. More *time* must be provided for teachers to read, catch up on latest development, etc. (Suggestions: professional days during year; paid sabbatical.)	26
2. A catalog of materials and services available from BCTF should be available in every school.	23
3. In-service workshops to show teachers how to use services; what materials are available.	15
4. Materials must be readily and instantly available to be of any use (e.g., in schools, materials sent for are rarely received from BCTF).	9
5. Teachers need encouragement and additional motiviation if they are to seek out professional resources.	12

[1]These responses of teachers to question 17 have been tallied under five major categories.

APPENDIX A-6



B.C. Department of Education. Task Force on the Community College. "Towards the Learning Community." Working paper on the community college in British Columbia. Victoria, 1974. Map, p. 34.

APPENDIX A-7

SCHOOL QUESTIONNAIRE – BREAKDOWN BY REGION (PERCENTAGES)

REGION	No.	5. Does your school have a teacher librarian?			6. How many volumes of professional material does your school have?						7. Estimate percentage of the professional collection published since 1968.			
		Full-time	Half-time	No time	Under 25	26 - 100	101 - 250	251 - 500	501 - 1,000	Over 1,000	Over 75%	50 - 75%	25 - 50%	Less than 25%
Vancouver City	94	65	12	22	44	40	10	0	2	0	30	23	12	21
Douglas	210	57	34	9	40	41	13	2	1	1	31	24	20	21
Capilano	60	52	30	18	43	35	13	3	2	0	18	25	20	32
Upper Fraser Valley	61	25	41	34	48	31	13	0	3	0	21	21	26	23
Camosun	73	38	38	22	41	43	14	1	0	0	32	23	22	16
Malaspina	131	29	24	47	44	31	16	3	1	0	24	19	26	24
Northeastern	35	37	9	54	46	43	6	3	0	3	14	29	17	31
East Kootenay	37	32	16	49	46	38	11	5	0	0	19	11	27	35
Selkirk	55	24	24	49	51	29	9	6	4	2	22	22	22	35
Okanagan	76	45	45	11	53	32	8	5	0	1	21	17	24	33
Cariboo	78	36	1	37	41	41	5	6	3	0	28	21	19	28
Northwestern	30	23	50	27	30	47	13	10	0	0	27	27	23	23
New Caledonia	71	39	41	20	41	41	9	3	1	0	34	24	17	20

REGION	No.	8. How many professional periodical titles? None	1 - 5	6 - 15	16 - 25	Over 25	*9. How many other professional materials are there in your school? Films	Audiotapes	Videotapes	Kits	None	Other
Vancouver City	94	3	64	29	1	2	13	13	4	18	67	13
Douglas	210	10	61	20	3	3	8	15	5	17	68	11
Capilano	60	7	67	23	0	2	3	15	5	20	40	7
Upper Fraser Valley	61	5	75	15	2	2	10	15	5	18	61	10
Camosun	73	14	69	14	1	0	3	7	0	21	73	8
Malaspina	131	12	68	17	1	1	6	18	10	16	69	6
Northeastern	35	11	77	11	0	0	0	11	3	14	71	9
East Kootenay	37	3	78	11	3	0	8	0	3	14	68	16
Selkirk	55	9	69	15	6	2	2	6	0	11	76	7
Okanagan	76	9	72	18	0	0	4	8	4	18	62	12
Cariboo	78	10	69	14	3	3	7	8	9	19	62	14
Northwestern	30	0	70	27	3	0	3	10	0	3	83	10
New Caledonia	71	13	70	16	1	0	6	9	3	9	76	9

*Percentage of schools within each region choosing each option.

REGION	No.	10. Where are the professional materials primarily located in your school? School Library	Principal's Office	Various Offices or Classrooms	Staff Room	Other	11. Are most of these materials catalogued? Yes	No	12. What proportion of the library budget is spent on professional material? None	1 - 2%	3 - 5%	Over 5%
Vancouver City	94	42	3	5	14	31	45	50	40	42	7	4
Douglas	210	48	2	3	16	26	67	30	26	48	19	4
Capilano	60	37	2	10	18	32	58	37	22	52	13	7
Upper Fraser Valley	61	36	3	7	31	20	61	34	20	53	25	0
Camosun	73	56	1	6	6	25	69	29	16	60	12	7
Malaspina	131	29	4	7	34	20	46	50	22	49	17	5
Northeastern	35	37	0	9	26	17	43	49	31	45	9	9
East Kootenay	37	22	3	3	32	38	46	51	27	38	24	5
Selkirk	55	22	9	4	24	35	46	64	15	66	11	7
Okanagan	76	37	5	5	25	17	49	45	24	55	13	3
Cariboo	78	36	6	6	19	23	46	49	26	44	22	0
Northwestern	30	43	0	10	30	18	57	40	13	67	13	7
New Caledonia	71	45	1	4	24	18	62	30	32	42	10	6

REGION	No.	13. Where does the money come from?						14. What percentage of teachers on your staff use the professional materials and services of the District Resource Center?			
		No money	School Board	Local Association	Staff Assessment	Combination of the above	Other	Over 75%	50-75%	25-50%	Less than 25%
Vancouver City	94	13	54	0	0	15	11	23	17	18	32
Douglas	210	9	64	1	1	4	16	32	21	1	26
Capilano	60	7	63	2	2	8	15	38	17	17	27
Upper Fraser Valley	61	12	69	0	0	5	10	43	23	8	25
Camosun	73	16	73	0	0	1	12	48	11	15	23
Malaspina	131	8	75	1	1	4	5	47	14	12	24
Northeastern	35	9	71	0	0	9	6	37	9	26	14
East Kootenay	37	14	70	0	0	3	11	35	16	3	43
Selkirk	55	2	84	0	2	4	7	16	7	20	51
Okanagan	76	11	68	0	0	8	9	38	12	9	38
Cariboo	78	9	69	0	0	5	12	49	10	15	23
Northwestern	30	3	87	0	0	10	0	27	10	10	50
New Caledonia	71	7	66	4	0	3	9	39	9	17	28

REGION	No.	15. What percentage of teachers on your staff use the BCTF Resources Center? Over 75%	50-75%	25-50%	Less than 25%	*16. What other sources do your teachers use for professional materials and services? Universities	Regional Colleges	Public Libraries	Other
Vancouver City	94	9	12	23	43	70	28	85	37
Douglas	210	4	6	17	69	61	26	80	26
Capilano	60	7	7	12	73	58	20	68	27
Upper Fraser Valley	61	13	3	10	71	46	2	69	23
Camosun	73	4	7	15	67	84	4	75	21
Malaspina	131	3	4	11	78	38	22	57	25
Northeastern	35	4	0	3	80	14	0	57	20
East Kootenay	37	8	8	8	70	11	14	51	22
Selkirk	55	9	0	13	76	33	64	51	9
Okanagan	76	5	4	11	75	24	11	70	18
Cariboo	78	9	3	10	73	23	24	39	23
Northwestern	30	3	7	17	70	20	3	60	20
New Caledonia	71	3	4	7	79	16	11	52	37

*Percentage of schools in each region choosing each option.

*17. How might professional needs of teachers on your staff best be met? (Please consult key for interpretation of results.)

REGION	No.	1	2	3	4	5	6	7	8
Vancouver City	94	44	25	14	26	7	26	18	34
Douglas	210	47	48	17	29	13	20	22	19
Capilano	60	62	47	10	25	8	23	23	17
Upper Fraser Valley	61	51	48	8	16	16	16	8	11
Camosun	73	63	49	4	32	4	19	7	26
Malaspina	131	61	50	10	23	8	31	22	23
Northeastern	35	54	34	9	26	17	37	17	29
East Kootenay	37	49	62	11	14	16	30	27	3
Selkirk	55	49	49	7	18	29	27	20	2
Okanagan	76	40	53	12	20	12	25	18	1
Cariboo	78	50	55	5	10	13	36	22	9
Northwestern	30	70	40	4	17	17	30	37	27
New Caledonia	71	39	48	11	16	11	28	20	28

* Percentage of schools in each region choosing each option.

APPENDIX A-8

SCHOOL QUESTIONNAIRE – BREAKDOWN BY SCHOOL TYPE (PERCENTAGES)[1]

5. Does your school have a teacher librarian?

TYPE:	Full-time	Half-time	No time
Elementary	49	34	30
Elem. - Jr.-Sec.	5	35	60
Secondary	79	15	6
Other	43	17	39

6. How many volumes of professional material does your school have?

TYPE:	Under 25	26-100	101-250	251-500	501-1,000	Over 1,000
Elementary	44	38	11	3	1	3
Elem. - Jr.-Sec.	48	38	8	0	0	3
Secondary	40	37	13	4	2	0
Other	39	35	9	4	0	0

7. Estimate percentage of the professional collection published since 1968.

TYPE:	Over 75%	50-75%	25-50%	Less than 25%
Elementary	26	23	21	24
Elem. - Jr.-Sec.	23	28	20	25
Secondary	32	17	20	25
Other	9	17	26	39

8. How many professional periodical titles?

TYPE:	None	1-5	6-15	16-25	Over 25
Elementary	9	74	15	1	1
Elem. - Jr.-Sec.	10	80	10	0	0
Secondary	8	44	35	7	6
Other	9	57	22	4	9

*9. How many other professional materials are there in your school?

TYPE:	Films	Audiotapes	Videotapes	Kits	None	Other
Elementary	6	10	3	15	70	9
Elem. - Jr.-Sec.	3	10	8	30	68	8
Secondary	9	17	13	17	75	13
Other	13	22	9	22	65	17

10. Where are the professional materials primarily located in your school?

	School library	Principal's office	Various offices or classrooms	Staff room	Other
Elementary	39	3	5	25	21
Elem. - Jr.-Sec.	20	13	13	23	28
Secondary	46	2	6	6	35
Other	39	0	9	26	26

[1]For Elementary, No. = 768; Elementary - Junior-Secondary, No. = 40; Secondary, No. = 181; Other, No. =23

*Percentage of school types choosing each option.

11. Are most of these materials catalogued?

TYPE:	Yes	No
Elementary	52	43
Elem. - Jr.-Sec.	43	57
Secondary	70	26
Other	48	43

12. What proportion of the library budget is spent on professional material?

	None	1-2%	3-5%	Over 5%
Elementary	25	50	15	5
Elem. - Jr.-Sec.	23	45	20	5
Secondary	24	52	18	2
Other	26	43	17	4

13. Where does the money come from?

TYPE:	No money	School Board	Local Association	Staff Assessment	Combination of the above	Other
Elementary	8	68	1	1	6	5
Elem. - Jr.-Sec.	13	80	0	0	3	3
Secondary	12	70	1	1	4	7
Other	9	52	4	0	4	22

14. What percentage of teachers on your staff use the professional materials and services of the District Resource Center?

	Over 75%	50-75%	25-50%	Less than 25%
Elementary	44	15	13	26
Elem. - Jr.-Sec.	35	28	15	22
Secondary	9	13	23	43
Other	30	13	22	17

15. What percentage of teachers on your staff use the BCTF Resources Center?

TYPE:	Over 75%	50-75%	25-50%	Less than 25%
Elementary	8	6	14	68
Elem. - Jr.-Sec.	3	5	17	75
Secondary	1	2	9	78
Other	4	4	9	70

*16. What other sources do your teachers use for professional materials and services?

	Universities	Regional Colleges	Public Libraries	Other
Elementary	43	16	67	24
Elem. - Jr.-Sec.	40	8	50	25
Secondary	52	38	67	27
Other	43	39	12	39

* Percentage of school types choosing each option.

*17. How might professional needs of teachers on your staff best be met? (Please consult key for interpretation of results.)

TYPE:	1	2	3	4	5	6	7	8
Elementary	47	47	12	22	12	30	20	18
Elem. - Jr.-Sec.	48	40	8	23	15	55	25	18
Secondary	52	48	8	22	13	22	16	24
Other	52	35	9	30	22	26	26	17

* Percentage of school types choosing each option.

APPENDIX A-9

SCHOOL QUESTIONNAIRE — BREAKDOWN BY TEACHER POPULATION (PERCENTAGES)

5. Does your school have a teacher librarian?

TEACHERS:	No.	Full-time	Half-time	No time
10 or under	361	2	37	61
11 - 25	477	56	34	10
26 - 50	127	91	7	2
Over 50	42	98	0	0

6. How many volumes of professional material does your school have?

TEACHERS:	No.	Under 25	26-100	101-250	251-500	501-1,000	Over 1,000
10 or under	361	57	25	4	0	0	1
11 - 25	477	29	46	16	4	2	1
26 - 50	127	35	36	17	6	6	0
Over 50	42	29	43	12	7	0	2

7. Estimate percentage of the professional collection published since 1968.

TEACHERS:	No.	Over 75%	50-75%	25-50%	Less than 25%
10 or under	361	25	18	20	30
11 - 25	477	28	27	21	20
26 - 50	127	23	17	28	28
Over 50	42	33	19	12	21

8. How many professional periodical titles?

TEACHERS:	No.	None	1-5	6-15	16-25	Over 25
10 or under	361	16	74	5	0	0
11 - 25	477	5	72	21	1	1
26 - 50	127	6	44	39	4	5
Over 50	42	5	19	40	17	19

*9. How many other professional materials are there in your school?

TEACHERS:	No.	Films	Audiotapes	Videotapes	Kits	None	Other
10 or uner	361	6	5	2	15	73	9
11 - 25	477	5	13	3	15	69	9
26 - 50	127	12	21	14	22	58	17
Over 50	42	7	24	17	21	62	12

10. Where are the professional materials primarily located in your school?

TEACHERS:	No.	School library	Principal's office	Various offices or classrooms	Staff room	Other
10 or under	361	19	6	10	35	22
11 - 25	477	51	1	3	18	24
26 - 50	127	50	1	4	2	38
Over 50	42	48	5	7	5	33

*Percentage of each teacher population category that chose each option.

11. Are most of these materials catalogued?

TEACHERS:	No.	Yes	No
10 or under	361	33	60
11 - 25	477	65	32
26 - 50	127	75	21
Over 50	42	71	24

12. What proportion of the library budget is spent on professional material?

TEACHERS:	No.	None	1-2%	3-5%	Over 5%
10 or under	361	32	43	15	3
11 - 25	477	21	55	15	6
26 - 50	127	20	53	23	3
Over 50	42	29	50	10	5

13. Where does the money come from?

TEACHERS:	No.	No money	School Board	Local Association	Staff Assessment	Combination of the above	Other
10 or under	361	12	65	1	1	6	7
11 - 25	477	6	70	1	1	1	13
26 - 50	127	11	74	1	1	6	6
Over 50	42	10	60	0	0	7	17

14. What percentage of teachers on your staff use the professional materials and services of the District Resource Center?

TEACHERS:	No.	Over 75%	50-75%	25-50%	Less than 25%
10 or under	361	50	12	11	24
11 - 25	477	35	18	15	28
26 - 50	127	14	13	21	47
Over 50	42	7	12	26	38

15. What percentage of teachers on your staff use the BCTF Resources Center?

TEACHERS:	No.	Over 75%	50-75%	25-50%	Less than 25%
10 or under	361	12	5	11	68
11 - 25	477	4	6	15	70
26 - 50	127	1	4	11	77
Over 50	42	0	0	10	64

*16. What other sources do your teachers use for professional materials and services?

Universities	Regional Colleges	Public Libraries	Other
32	12	56	25
49	21	71	25
54	30	72	23
71	48	9	26

*Percentage of each teacher population category that chose each option.

*17. How might professional needs of teachers on your staff best be met? (Please consult key for interpretation of results.)

TEACHERS:	No.	1	2	3	4	5	6	7	8
10 or under	361	42	49	11	18	12	30	21	16
11 - 25	477	52	46	11	26	12	24	20	21
26 - 50	127	51	43	11	24	13	25	19	23
Over 50	42	50	48	10	19	7	12	17	29

*Percentage of each teacher population category that chose each option.

APPENDIX A-10

SCHOOL QUESTIONNAIRE – BREAKDOWN BY POSSESSION OF PROFESSIONAL COLLECTION

(PERCENTAGES)

5. Does your school have a teacher librarian?

Professional Collection:	No.	Full-time	Half-time	No time
Yes	710	46	33	20
No	271	31	24	45

6. How many volumes of professional material does your school have?

Professional Collection:	No.	Under 25	26-100	101-250	251-500	501-1,000	Over 1,000
Yes	710	31	47	16	4	2	1
No	271	76	14	1	0	1	1

7. Estimate percentage of the professional collection published since 1968.

Professional Collection:	No.	Over 75%	50-75%	25-50%	Less than 25%
Yes	710	29	27	25	16
No	271	17	11	10	47

8. How many professional periodical titles?

Professional Collection:	No.	None	1-5	6-15	16-25	Over 25
Yes	710	7	68	21	2	2
No	271	16	67	13	1	1

*9. How many other professional materials are there in your school?

Professional Collection:	No.	Films	Audiotapes	Videotapes	Kits	None	Other
Yes	710	7	14	4	18	66	12
No	271	5	7	6	10	78	6

10. Where are the professional materials primarily located in your school?

Professional Collection:	No.	School Library	Principal's Office	Various offices or classrooms	Staff room	Other
Yes	710	45	2	4	21	27
No	271	24	6	11	24	21

*Percentage of total choosing each option.

11. Are most of these materials catalogued?

Professional Collection:	No.	Yes	No
Yes	710	65	33
No	271	28	61

12. What proportion of the library budget is spent on professional material?

Professional Collection:	No.	None	1-2%	3-5%	Over 5%
Yes	710	18	54	18	6
No	271	43	38	9	2

13. Where does the money come from?

Professional Collection:	No.	No money	School Board	Local Association	Staff Assessment	Combination of the above	Other
Yes	710	5	73	1	1	6	13
No	271	19	56	2	1	4	5

14. What percentage of teachers on your staff use the professional materials and services of the District Resource Center?

Professional Collection:	No.	Over 75%	50-75%	25-50%	Less than 25%
Yes	710	37	17	16	27
No	271	36	11	14	35

15. What percentage of teachers on your staff use the BCTF Resources Center?

Professional Collection:	No.	Over 75%	50-75%	25-50%	Less than 25%
Yes	710	6	6	14	70
No	271	9	3	11	72

*16. What other sources do your teachers use for professional materials and services?

Professional Collection:	No.	Universities	Regional Colleges	Public Libraries	Other
Yes	710	46	20	69	24
No	271	39	18	56	27

*17. How might professional needs of teachers on your staff best be met? (Please consult key for interpretation of results.)

Professional Collection:	No.	1	2	3	4	5	6	7	8
Yes	710	50	46	11	23	13	25	20	21
No	271	45	50	13	21	10	30	18	15

*Percentage of total choosing each option.

APPENDIX B-1

DISTRICT RESOURCE CENTER QUESTIONNAIRE – ALL CENTERS COMBINED (No: 45)

(PERCENTAGES)

1. What is your school district number? _____

2. Does the District Resource Center have a professional collection?

84.4 yes 15.6 no

3. How many professional staff are there in the center?

	0	1	2	3
full-time	17.8	66.7	13.3	2.2
part-time	86.7	13.3	.4	-

4. How many clerical staff are there in the center?

	0	1	2	3 or more
full-time	11.1	42.2	8.9	37.8
part-time	60.0	26.7	11.1	2.2

5. How many volumes of professional material does the District Resource Center have?

11.1 under 25
15.6 26 - 100
13.3 101 - 250
17.8 251 - 500
8.9 501 - 1,000
24.4 over 1,000
8.9 no response

6. Estimate percentage of the professional collection published since 1968.

31.1 over 75%
13.3 50 - 75%
28.9 25 - 50%
15.6 less than 25%
11.1 no response

7. How many *professional* periodical titles are there?

20.0 none
20.0 1 - 5
22.2 6 - 15
8.9 16 - 25
13.3 26 - 100
6.7 over 100
8.9 no response

8. How many other *professional* materials are there in the District Resource Center? (Enter number of titles.)

Percentage of centers choosing each option.

[33] films
[56] audiotapes
[42] videotapes
[40] kits
[24] none
[24] other (please specify)

_____

9. Are most of the professional materials catalogued?

84.4 yes 6.7 no

8.9 no response

10. What proportion of the Resource Center budget is spent on professional materials?

8.9	none
51.1	1 - 2%
17.8	3 - 5%
13.3	over 5%
8.9	no response

11. What percentage of requests for professional materials come directly from teachers?

37.8	over 75%
11.1	50 - 75%
6.7	25 - 49%
4.4	10 - 24%
28.9	less than 10%
11.0	no response

12. What percentage of requests for professional materials are routed through school libraries?

15.5	over 75%
2.2	50 - 75%
6.7	25 - 49%
66.7	under 25%
8.9	no response

13. What percentage of requests for professional information or materials are referred from the District Resource Center to the BCTF Resources Center?

8.9	over 75%
2.2	50 - 75%
2.2	25 - 49%
75.6	under 25%
11.1	no response

14. What other sources do you use for answering requests for professional information and materials?

Percentage of centers choosing each option.

38	universities
27	regional colleges
44	public libraries
31	other (please specify)
	no response

15. Currently under consideration is the possibility of co-operation at many levels: among school libraries, District Resource Centers, regional colleges, universities, public libraries, Department of Education, B.C. Teachers' Federation Resources Center, etc. How do *you* think professional needs of teachers in your District can best be met?

Comments are reported on the following pages.

APPENDIX B-2

DISTRICT RESOURCE CENTER QUESTIONNAIRE - REGIONAL BREAKDOWN*

Region	Number of Centers	2. Does the district resource center have a professional collection? yes	no	3. How many professional staff are there in the center? (Full and part-time) No full-time	1 Full-time	2 Full-time	3 Full-time	No part-time	1 Part-time
Vancouver City	1	1	0	0	0	1	0	1	0
Douglas	5	4	1	1	3	1	0	4	1
Capilano	4	3	1	0	4	0	0	3	1
Upper Fraser Valley	2	2	0	0	1	1	0	2	0
Camosun	4	4	0	2	1	0	1	3	1
Malaspina	6	6	0	2	4	0	0	6	0
Northeastern	2	2	0	0	2	0	0	2	0
East Kootenay	2	1	1	1	1	0	0	2	0
Selkirk	3	2	1	0	3	0	0	2	1
Okanagan	5	3	2	0	4	1	0	4	1
Cariboo	6	5	1	1	4	1	0	5	1
Northwestern	1	1	0	1	0	0	0	1	0
New Caledonia	4	4	0	0	3	1	0	4	0

Region	No.	4. How many clerical staff are there in the center? (Full and part-time) No full-time	1 Full-time	2 Full-time	3 or more full-time	No part-time	1 Part-time	2 Part-time	3 Part-time	5. How many volumes of professional material does the district resource center have? Under 25	26-100	101-250	251-500	501-1,000	Over 1,000	No response
Vancouver City	1	0	0	0	1	1	0	0	0	0	0	0	0	0	0	1
Douglas	5	1	1	1	2	2	0	3	0	1	0	0	1	1	1	1
Capilano	4	1	2	0	2	4	0	0	0	0	2	1	0	0	1	0
Upper Fraser Valley	2	0	2	0	0	1	1	0	0	0	0	1	0	0	1	0
Camosun	4	1	1	0	2	2	1	0	1	0	1	0	0	0	3	0
Malaspina	6	0	3	0	3	3	2	1	0	0	0	0	2	2	2	0
Northeastern	2	0	0	2	0	2	0	0	0	0	1	0	1	0	0	0
East Kootenay	2	1	1	0	0	1	1	0	0	0	1	0	0	0	0	1
Selkirk	3	1	1	0	1	2	1	0	0	2	0	1	0	0	0	0
Okanagan	5	1	0	1	3	2	3	0	0	1	0	0	2	1	0	1
Cariboo	6	0	5	0	1	4	1	1	0	1	1	2	1	0	1	0
Northwestern	1	0	0	0	1	0	1	0	0	0	0	0	0	0	1	0
New Caledonia	4	0	3	0	1	3	1	0	0	0	1	1	1	0	1	0

*Due to the small sample size of 45 resource centers, the frequencies, rather than the percentages, are reported.

Region:	No.	6. Estimate percentage of professional collection published since 1968.					7. How many professional periodical titles are there?						
		Over 75%	50-75%	25-50%	Less than 25%	No response	None	1-5	6-15	16-25	26-100	Over 100	No response
Vancouver City	1	0	0	0	0	1	0	0	0	0	0	0	1
Douglas	5	3	0	0	0	2	1	1	0	0	1	1	1
Capilano	4	1	0	2	1	0	0	1	2	1	0	0	0
Upper Fraser Valley	2	1	0	1	0	0	0	0	1	1	0	0	0
Camosun	4	2	0	1	1	0	0	2	0	0	2	0	0
Malaspina	6	2	1	2	1	0	2	0	3	1	0	0	0
Northeastern	2	0	0	1	1	0	1	0	1	0	0	0	0
East Kootenay	2	0	0	0	1	1	1	0	0	0	0	0	1
Selkirk	3	0	2	0	1	0	1	2	0	0	0	0	0
Okanagan	5	1	1	1	1	1	0	1	0	0	2	1	1
Cariboo	6	1	2	3	0	0	2	1	2	0	1	0	0
Northwestern	1	1	0	0	0	0	0	0	0	1	0	0	0
New Caledonia	4	2	0	2	0	0	1	1	1	0	0	1	0

Region:	No.	8. What other professional materials are there in the district resource center? (Total choosing each option- N=99)						9. Are most of the professional materials cataloged?		
		Films	Audio-tapes	Video-tapes	Kits	None	Other	Yes	No	No Response
Vancouver City	4	1	1	1	1	0	0	1	0	0
Douglas	9	2	3	1	1	1	1	4	0	1
Capilano	4	0	0	0	0	4	0	3	1	0
Upper Fraser Valley	5	0	2	1	1	0	1	2	0	0
Camosun	11	2	2	3	2	0	2	4	0	0
Malaspina	20	3	5	3	5	0	4	6	0	0
Northeastern	5	1	1	1	1	1	0	2	0	0
East Kootenay	1	0	0	0	0	1	0	0	1	1
Selkirk	3	0	0	1	1	1	0	2	1	0
Okanagan	12	2	3	4	1	0	2	4	0	1
Cariboo	15	2	4	3	3	2	1	5	0	1
Northwestern	3	1	1	0	1	0	0	1	0	0
New Caledonia	7	1	3	1	1	1	0	4	0	0

10. What proportion of the Resource Center budget is spent on professional materials?

Region:	No.	None	1-2%	3-5%	Over 5%	No response
Vancouver City	4	0	0	0	0	1
Douglas	9	0	3	0	1	1
Capilano	4	1	2	0	1	0
Upper Fraser Valley	5	1	0	0	1	0
Camosun	11	0	2	1	1	0
Malaspina	20	0	5	0	0	1
Northeastern	5	0	1	0	1	0
East Kootenay	1	0	1	0	0	1
Selkirk	3	1	1	1	0	0
Okanagan	12	1	3	1	0	0
Cariboo	15	0	3	2	1	0
Northwestern	3	0	0	1	0	0
New Caledonia	7	0	2	2	0	0

11. What percentage of requests for professional materials come directly from teachers?

No.	Over 75%	50-75%	25-49%	10-24%	Less than 10%	No response
1	0	0	0	0	0	1
5	1	1	1	1	0	1
4	1	1	1	0	0	0
2	2	0	0	0	0	0
4	3	0	0	0	0	0
6	4	1	0	0	1	0
2	0	1	0	0	0	0
2	0	0	0	0	0	1
3	1	0	0	0	0	0
5	2	1	0	0	0	1
6	2	0	0	0	0	0
1	0	0	1	0	0	0
4	1	0	0	1	0	0

12. What percentage of requests for professional materials are routed through school libraries?

Region:	No.	Over 75%	50-75%	25-49%	Under 25%	No response
Vancouver City	1	0	0	0	0	1
Douglas	5	0	0	0	4	1
Capilano	4	0	0	1	3	0
Upper Fraser Valley	2	0	0	0	2	0
Camosun	4	1	0	0	3	0
Malaspina	6	2	0	1	3	0
Northeastern	2	0	0	0	2	0
East Kootenay	2	0	0	0	1	1
Selkirk	3	2	0	0	1	0
Okanagan	5	1	0	1	2	1
Cariboo	6	1	1	0	4	0
Northwestern	1	0	0	0	1	0
New Caledonia	4	0	0	0	4	0

13. What percentage of requests for professional information or materials are referred from the district resource center to the BCTF Resources Center?

Over 75%	50-75%	25-49%	Under 25%	No response
0	0	0	0	1
0	0	0	4	1
1	0	0	3	0
0	1	0	1	0
0	0	0	4	0
0	0	0	6	0
0	0	0	2	0
0	0	0	1	1
0	0	0	3	0
1	0	0	3	1
2	0	1	3	0
0	0	0	1	0
0	0	0	3	1

14. What other sources do you use for answering requests for professional information and materials? (Total choosing each option, N=63)

Region:	No.	Universities	Regional colleges	Public libraries	Other
Vancouver City	0	0	0	0	0
Douglas	6	2	0	2	2
Capilano	7	2	2	2	1
Upper Fraser Valley	5	1	1	2	1
Camosun	7	3	1	3	0
Malaspina	8	1	1	3	3
Northeastern	3	1	0	1	1
East Kootenay	1	0	0	0	1
Selkirk	5	2	2	0	1
Okanagan	11	3	3	3	2
Cariboo	8	2	2	2	2
Northwestern	1	0	0	1	0
New Caledonia	1	0	0	1	0

APPENDIX B-3

DISTRICT RESOURCE CENTER QUESTIONNAIRE – BREAKDOWN BY DISTRICT

	2. Does the District Resource Center have a professional collection?		3. How many professional staff are there in the center? (Full and part-time)						4. How many clerical staff are there in the center? (Full and part-time)								5. How many volumes of professional material does the District Resource Center have?						
DISTRICT	Yes	No	No full-time	1 full-time	2 full-time	3 full-time	No part-time	1 part-time	No full-time	1 full-time	2 full-time	3 or more full-time	No part-time	1 part-time	2 part-time	3 part-time	Under 25	26-100	101-250	251-500	501-1000	Over 1000	No response
3		x	x				x		x				x										x
7		x		x				x				x	x				x						
12	x			x			x			x			x						x				
13	x			x			x		x					x			x						
15		x		x			x				x		x				x						
19		x		x			x		x					x									x
22	x			x				x				x		x						x			
23	x			x			x					x		x							x		
24	x				x		x					x			x							x	
26	x			x			x			x			x				x						
27	x			x			x			x			x						x				
28	x			x			x			x			x							x			
30		x	x				x			x			x					x					
31	x			x			x			x			x							x			
33	x				x		x			x				x								x	
35	x				x		x					x			x						x		
37	x			x			x			x					x					x			
38		x	x				x		x				x										x
39	x				x		x					x	x										x
41	x			x			x					x	x				x						
43	x			x				x			x				x							x	
44	x			x			x					x	x									x	
45		x		x				x				x	x					x					
46	x			x			x			x			x						x				
47	x			x			x			x					x						x		
48	x			x			x			x			x					x					
56	x			x			x			x			x					x					
57	x				x		x					x		x								x	
59	x			x			x				x		x							x			
60	x			x			x				x		x					x					
61	x					x	x					x				x						x	
62	x		x				x			x			x									x	
63	x			x			x					x	x									x	
64	x		x					x	x					x		x		x					
65	x		x				x					x	x									x	
66	x		x				x			x				x						x			
71	x			x			x					x		x								x	
72	x			x			x					x	x								x		
75	x			x			x			x			x						x				
85	x			x			x			x			x							x			
86	x			x			x			x				x				x					
88	x		x				x					x		x								x	
89	x				x		x					x	x							x			

	6. Estimate percentage of professional collection published since 1968.					7. How many professional periodical titles are there?							8. What other professional materials are there in the District Resource Center?						9. Are most of the professional materials catalogued?		
DISTRICT	Over 75%	50-75%	25-50%	Less than 25%	No response	None	1-5	6-15	16-25	26-100	Over 100	No response	Films	Audiotapes	Videotapes	Kits	None	Other	Yes	No	No response
3					x							x						x			x
7				x		x									x					x	
12		x					x									x			x		
13		x					x										x		x		
15	x										x		x	x	x	x		x	x		
19					x							x									x
22		x								x			x	x	x				x		
23				x			x							x	x			x	x		
24			x							x			x	x	x	x		x	x		
26		x				x											x		x		
27	x						x						x	x	x	x			x		
28			x					x						x	x	x			x		
30		x				x											x				x
31			x					x						x	x	x			x		
33			x						x					x	x			x	x		
35	x									x							x		x		
37					x		x						x	x					x		
38					x							x									x
39					x							x	x	x	x	x			x		
41	x					x								x				x	x		
43	x										x		x	x	x	x			x		
44				x					x								x		x		
45	x							x									x			x	
46			x					x									x		x		
47			x					x					x	x		x			x		
48			x				x										x		x		
56			x			x								x					x		
57	x										x		x	x					x		
59			x					x					x	x	x	x			x		
60				x		x											x		x		
61				x						x			x	x	x			x	x		
62	x						x						x	x	x	x		x	x		
63	x									x					x				x		
64			x				x									x			x		
65			x						x				x	x		x		x	x		
66				x				x										x	x		
71		x						x					x	x	x	x		x	x		
72	x					x								x	x	x			x		
75	x							x						x		x			x		
85	x					x								x	x	x		x	x		
86				x		x											x			x	
88	x								x				x	x		x			x		
89			x							x					x				x		

DISTRICT	10. What proportion of the Resource Center budget is spent on professional materials?						11. What percentage for professional materials come directly from teachers?						12. What percentage of requests for professional materials are routed through school libraries?						13. What percentage of requests for professional information or materials are referred from the District Resource Center to the BCTF Resources Center?				
	None	1-2%	3-5%	Over 5%	No response		Over 75%	50-75%	25-49%	10-24%	Less than 10%	No response	Over 75%	50-75%	25-49%	Under 25%	No response		Over 75%	50-75%	25-49%	Under 25%	No response
3					x							x					x						x
7	x										x		x									x	
12				x			x						x									x	
13		x									x					x						x	
15		x									x		x						x				
19	x											x					x						x
22				x				x							x							x	
23		x					x									x						x	
24				x			x									x						x	
26		x									x					x			x				
27							x							x							x		
28		x									x					x						x	
30		x									x		x						x				
31			x								x					x						x	
33	x						x									x						x	
35		x								x						x						x	
37		x							x							x						x	
38					x							x					x						x
39					x							x					x						x
41		x					x									x						x	
43								x								x						x	
44					x		x									x						x	
45	x										x					x			x				
46								x								x						x	
47		x					x									x						x	
48		x							x						x							x	
56		x								x						x						x	
57			x				x									x							x
59				x				x								x						x	
60			x								x					x						x	
61			x				x									x						x	
62					x		x									x						x	
63				x			x									x						x	
64			x								x		x									x	
65			x				x									x						x	
66			x				x						x									x	
71			x					x					x									x	
72	x						x								x							x	
75					x		x									x				x			
85			x								x					x						x	
86			x								x					x						x	
88				x					x							x						x	
89			x				x									x						x	

14. What other sources do you use for answering requests for professional information and materials?

DISTRICT	Universities	Regional colleges	Public libraries	Other	No response
3					x
7	x	x			
12	x	x			
13				x	
15	x	x	x		
19					
22	x	x	x	x	
23	x	x	x		
24					
26	x			x	
27	x	x	x		
28					x
30					
31				x	
33			x	x	
35	x		x		
37					
38					
39					
41				x	
43	x		x	x	
44	x	x	x		
45	x	x	x		
46					
47			x		
48				x	
56					
57					
59	x		x	x	
60					
61	x		x		
62			x		
63	x		x		
64	x	x			
65				x	
66			x	x	
71	x	x		x	
72					
75	x	x	x		
85			x		
86				x	
88			x		
89				x	

APPENDIX B-4

SUMMARY OF RESPONSES OF DISTRICT RESOURCE CENTER CO-ORDINATORS TO QUESTION 15

- (Question 15: How do you think professional needs of teachers in your district can best be met?)

- Through teacher and school subscription to professional journals; through locally offered extension courses for university credit; through circulation of materials by the BCTF Resources Center.

- By having the material right here in the district.

- Favor co-operation at many levels. Perhaps a larger Resource Center at the BCTF level would assist in the co-ordination of materials available.

- Due to our location and distance from good professional facilities, most orders should be co-ordinated and placed through the local resource center. If a regional college were to be set up in this area, a good professional display would be in it, giving easy access to most teachers. Requests then could be made through the college.

- Evening hours accessibility would allow teachers to avail themselves of the materials in our district resource center.

- By means of travelling cars, trucks, vans, etc. that would go around to each school, show the teachers what they have and allow teachers to borrow books right at their own school. Most teachers will just not make the effort to go to the resource center to borrow books.

- As the media center is mostly a service center, I would suggest that the professional central library be a teacher center. This, of course, should be co-ordinated with public libraries, the university and possibly the college.

- Greater access to the university libraries and a longer lending term at those institutions.

- Increased district budget, greater emphasis from the Department of Education for district resource centers. I am disappointed with film services from the department Audio-Visual Branch.

- The BCTF resource center has been a good source for slide tape programs - professional level.

- Through Capilano College and BCTF.

- Through a "Teacher Center" with a base of the district resource center. Such teacher center to include professional development services, meeting rooms, publisher display areas. To be developed in co-operation with the local teachers' association.

- Books and similarly priced items are not a serious problem - the greatest need appears to be for a provincially centralized source of films and video-

tapes. I think the Department of Education *should* provide the service but I suspect it will depend on the BCTF to cover these needs in practical terms. Films particularly are too expensive and received too little use for any one district to invest in.

- Though we have a respectable collection of professional material, it is not used to any great extent. I feel that collections in school libraries are more useful as the books are more readily accessible.

- A district collection should supply print materials - books, periodicals, and the provincial collection, under the superintendent of communications; the universities and the BCTF should supply both print and nonprint materials, concentrating on nonprint and expensive print items. There is no large professional collection (such as the collection at OISE - Toronto) available to all teachers of this province.

- In-services and workshops to first awaken interest in published and prepared materials.

- We need a physically functional building where professional materials can be made readily available - rather than using paper blurbs, etc. Hopefully this situation will be remedied in the near future. Subject area committees here seem to be filling the professional function of present - future needs are unpredictable.

- It would appear that items that are readily at hand get the most use.

- Our "professional materials" are not well used. Teachers seem to prefer practical "how-to" publications and lesson ideas. Professional development of teachers can be achieved in part by direct involvement in curriculum design and implementation.

- In-service education at the local level!

- As we are a very small district, a loan service is best for us. Maybe a central catalog with annotations.

- With our physical facilities we can increase the center's library and with daily delivery to all schools we can circulate material very easily.

- Co-operation among all institutions is absolutely essential. Resource centers need to have two main functions: to house a professional collection and have a professional teacher and librarian (one person) to interact between teachers and collection; and to have the resource center co-ordinator act as an agent to facilitate interlibrary, interinstitution transfer of material and information.

- Build up the BCTF resource center. It only takes a minute to phone in and if the material is available it is mailed that day. Set up one major center as a retrieval center.

- Interlibrary exchanges. District resource centers or teacher centers in larger districts. University extension services. BCTF Resources Center for smaller districts.

- With Notre Dame University and Selkirk College as well as the Kootenay School of Art in our immediate vicinity we are very well taken care of in the area of meeting teachers' professional needs.

- I would suggest that the BCTF enlarge their collection and make it readily available to all interested teachers. Regular bulletins (one per staff room) of what is available would be required to acquaint everyone with the collection.

- School board office collection for use of professional personnel and trustees. Local workshops, interschool visitations, district personnel, etc.

- Perhaps the best solution is to duplicate the resources of BCTF resource center in regional centers throughout B.C. Failing this, the best thing for our situation is to try and develop our own. We have recognized our shortcomings in this area.

- I would like to see a small collection here at the resource center and pass on all other to BCTF. They would locate material if possible and return it here. I would be willing to pay for this service.

- By removing the hierarchy which militates against their performing as professionals.

- Most teachers fall into two categories. The larges is new teachers. They have had their fill of professional books. What they want are more workshops, etc.

- The professional needs of teachers in District #88 will be met with the proposed regional college. At present the teachers can utilize school libraries; district resource center and public library.

- Requests for professional materials from the teachers is relatively very small. The materials which have been purchased in the past are seldom, if ever used. Because of this fact, teachers requesting or requiring professional information are referred to the University of Victoria, the public library or the BCTF professional library. It has been my experience that professional books purchased for teachers whether they be from a school, for a school library or from a resource center are obsolete before they are read.

- At the start of the teaching session a resource kit be available from the BCTF to those teachers who are interested in professional materials. Lists would be available when requested by the teachers.

- The school level should provide:
1. Some of the popular magazines which frequently feature teaching ideas.
2. A few of the basic curriculum lab type of titles relevant to the various subjects.
3. The occasional professional book which generates a lot of interest and is in high demand, even though its popularity may be short-lived.

The District Resource Center should provide:
1. A quality collection of professional books, magazines and audio-visual materials made easily accesible to teachers - though admittedly this may not be financially feasible in small districts, or possible in those districts

lacking organized resource services at the district level. (Teacher, curriculum committee and subject specialist group, suggestions should be welcomed and heeded.)
2. Indexes to educational materials generally and reference services - obtaining materials from other sources as required for teachers.

Backup of district services is also required. While colleges and university collections can be of help, I would think the BCTF resource center would be the logical location for a comprehensive collection of materials - partly because it has close contact with our professional organization and is in the best position to guage for incoming information needs. In addition, greater availability of needed professional materials could possibly be provided if:

a. The BCTF resource center could circulate information to district centers re titles in greatest demand - so that district purchasing could be influenced.
b. If larger professional collections (of districts) throughout the province could be utilized for interlibrary loans - with the BCTF holding a union catalog and acting as the clearing house.
c. If the BCTF resource center could give more emphasis to 16 mm films, videotapes which could be utilized for local professional development - e.g., school staff meetings, workshops.

- Through the district resource center which can co-operate with other centers where necessary.

APPENDIX C-I

KEY TO PROVINCIAL ASSOCIATIONS

1. Canadian Teachers' Federation*
2. Alberta Teachers' Association
3. B.C. Teachers' Federation
4. Manitoba Teachers' Society
5. Ontario Secondary School Teachers' Federation
6. Ontario Teachers' Federation
7. Association des Enseignants Franco-Ontariens
8. Federation of Women Teachers' Associations of Ontario
9. Provincial Association of Protestant Teachers of Quebec
10. Association des Enseignants Francophones du Nouveau-Brunswick
11. Nova Scotia Teachers' Union
12. Saskatchewan Teachers' Federation
13. Yukon Teachers' Association

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*This was the only *national* teachers' organization included.

QUESTIONNAIRE TO OTHER PROVINCIAL ASSOCIATIONS

		1 CTF	2 ATA	3 BCTF	4 MTS	5 OSSTF	6 OTF	7 AEFO	8 FWTAO	9 PAPTQ	10 AEFNB	11 NSTU	12 STF	13 YTA
1. Professional library?		Yes	Yes	Yes	Yes	Yes	No	No	Yes	No	No	Yes	Yes	No
2. No. of professional staff	Full-time	1	1	1	1	0	-	-	0	0	-	0	1	-
	Part-time	0	0	1	0	2	-	-	1	0	-	0	0	-
3. No. of clerical staff	Full-time	2	0	4	0	0	-	-	1	0	-	0	1	-
	Part-time	0	1	1	1	0	-	-	0	1	-	1	0	-
4. No. of members in association		-	-	25,000	12,000	35,000	-	-	33,000	6,700	2,600	11,000	11,620	225
5. No. of members using library	75% or over	x												
	50-74%													
	24-49%		x	x					x					
	under 25%				x	x				x		x		
6. Percentage of requests	By mail	50%	50%	20%	40%	75%	-	-	60%	25%	-	50%	35%	-
	By phone	40%	25%	40%	40%	25%	-	-	25%	50%	-	25%	3%	-
	In person	10%	25%	40%	20%	-	-	-	5%	25%	-	25%	60%	-
	Telex	-	-	-	-	-	-	-	-	-	-	-	-	-
	Other	-	-	-	-	-	-	-	-	-	-	-	2%	-
7. No. of titles in collection	Professional Materials	7,000	5,000	7,000	3,700	1,000	-	-	4,000	-	-	-	8,100	-
	Curriculum Materials	-	-	-	1,300	75	-	-	-	-	-	-	5,100	-

		1 CTF	2 ATA	3 BCTF	4 MTS	5 OSSTF	6 OTF	7 AEFO	8 FWTAO	9 PAPTQ	10 AEFNB	11 NSTU	12 STF	13 YTA
8. No. of titles in professional collection	Periodicals	200	140	700	150	75	-	-	48	-	-	500	275	-
	Films	6	0	85	17	1	-	-	16	-	-	0	20	-
	Audiotapes	0	27	250	65	54	-	-	62	-	-	4	90	-
	Videotapes	0	0	40	14	1	-	-	19	-	-	3	1	-
	Kits	0	9	80	20	62	-	-	20	-	-	4	25	-
	Other	-	8 bibliographies	-	30 filmstrips	-	-	-	-	-	-	-	-	-
9. No. of branch libraries		0	0	0	0	0	-	-	0	-	-	0	0	0
10. District libraries?		-	-	x	-	-	-	-	-	-	-	-	-	-
Division libraries?		-	-	-	-	-	-	-	-	-	-	-	-	-
County libraries?		-	-	-	-	-	-	-	-	-	-	-	-	-
Other?		-	-	-	school, civil service	-	-	-	-	-	larger schools	-	-	-
11. Book catalog?		No	Yes	No	Yes	Yes	-	-	-	No	No	No	Yes	No
12. Who has access to it?	All schools	-	x	-	x	-	-	-	-	-	-	-	x	-
	All school boards	-	-	-	-	-	-	-	-	-	-	-	x	-
	Other	-	-	-	Avail. on request	Secretariat members and visiting teachers	-	-	-	-	-	-	Sask. public and university libraries	-

	1 CTF	2 ATA	3 BCTF	4 MTS	5 OSSTF	6 OTF	7 AEFO	8 FWTAO	9 PAPTQ	10 AEFNB	11 NSTU	12 STF	13 YTA
13. Librarian responsible to:													
1 administrator	x	x	x	x	x	–	–	x	x	–	x	x	–
Staff committee	–	–	x	–	–	–	–	–	–	–	–	–	–
Executive committee	–	–	–	x	–	–	–	–	–	–	–	–	–
14. Source of library funds?													
Teachers fees	x	x	x	x	x	–	–	x	x	–	x	x	x
Government subsidy	–	–	–	–	–	–	–	–	–	–	–	–	–
Other	–	–	–	–	–	–	–	–	–	–	–	–	–
15. Reference service to teachers in field?	Yes	Yes	Yes	Yes	Yes	–	–	Yes	Yes	No	Yes	Yes	No
18. Does the library serve various informational needs of headquarter staff?	Yes	Yes	Yes	Yes	Yes	–	–	Yes	Yes (partially)	–	Yes	Yes	No

APPENDIX C-3

SUMMARY OF RESPONSES OF TEACHER ASSOCIATIONS TO QUESTION 16

(Question 16: What types of professional materials or services are you aware of, that teachers in the field do not have access to, in your province?)

1. We could help people more easily if we were certain they had access to microfiche readers. I feel that teachers in smaller centers have very limited local resources, but the only way at present to get periodical information to them is through expensive photocopying.

2.

3. Curriculum materials, textbooks.

4. Facilities of university's Faculty of Education are closed except to people currently enrolled in courses. In any case, none of their audio-visual materials leave their campus.

5. A central clearinghouse journal identifying which agencies supply specific reference data or specialized materials. Such a service is currently under study by the Ministry. (Through Ontario Institutes for Studies in Education)

6.

7.

8. Media (TV tapes, films, filmstrips) of "demonstrations" (visits to?) of the newer styles of instruction - made in Canada: shortish discussion openers: ditto on step-by-step "how-to-do-it" -planning for open concept; team teaching, etc., *organizing* (materials, time, space, etc.) for individual instruction, activity centers, etc.

9.

10. Generally speaking, teachers have few access to professional materials except information they receive from various publishers in their field of teaching.

11. Videotapes, topical kits.

12. University of Saskatchewan libraries - only U of S graduates or students currently enrolled can borrow. Little or no mailing service provided.

13.

APPENDIX C-4

SUMMARY OF RESPONSES OF TEACHER ASSOCIATIONS TO QUESTION 17

(Question 17: What opportunities do you see for co-operative library service between the various educational institutions in your province, for the purpose of filling the professional needs of teachers in the field?)

1. My personal view is that decentralized resources are the first need (despite the duplication), followed by specialization and co-operation.

2.

3. More information gathered and distributed as to what is available where, and to whom.

4. Excellent interlibrary loan service established in the province now.

5. Use of such a clearinghouse for access to material via interlibrary loan.

6.

7.

8.

9. Problem - most money in Quebec is going into French language collections - we can make limited use at best. Also much of it is translated from English - we go to the original material.

10. Opportunities are not very good because of financial and distance problems. Actually teachers have to travel to universities for library needs and consequently for filling their professional needs.

11. We presently belong to an exchange of all public and institutional libraries.

12. An interlibrary loan system is now in effect through the Provincial Library and is participated in by most libraries in the province excepting university libraries.

13. In the Yukon, there is really only one the Department of Education. There is a possibility that they will assist the YTA in setting up a professional library through our regional library system (i.e., public libraries.)

APPENDIX D

SPECIAL RECOMMENDATION TO THE BCTF EXECUTIVE COMMITTEE RE BCTF RESOURCES CENTER STAFF AND SPACE REQUIREMENTS

Recommendation	Explanatory Note
That in order to permit the BCTF Resources Center to focus its objectives and its program, as advocated in Recommendation 7, (page 58), *the BCTF Executive Committee must:*	
a. provide adequate professional and supportive staff in the library; that is those which are in accord with recognized standards defined as essential for quality service in a special library.	In order to bring *current* services up to standard, a second professional librarian and a full-time supportive clerk are required.[1] If increased reference services - provision of additional bibliographies on topics of current interest, more searching for specific, detailed information in response to specific questions - and services stemming from making the BCTF Resources Center the official depository for certain materials are to be realized, further staffing would be required. The implementation of the recommendations of this report would involve added responsibility for the "first" librarian.
b. insure that an enlarged and integrated facility is made available.	The present facility is inadequate in size to meet current needs in an efficient manner. It is anticipated that future demands for an augmented range of services will accentuate the need for an expanded facility. Moreover, the facility should be integrated. It is inefficient and wasteful of staff time to have the studio portion of the service in a part of the building far removed from the main center.

[1]Full-time professional assistance is needed for cataloging, bibliographical and reference work. It may be noted that the B.C. Medical Library (with a clientele of 4,000, with no "internal" service, and no audio-visual services) has three professional librarians.

Recommendation	Explanatory Note
	The current area of the main center and the studio are 1,426 square feet. What is required immediately, if current services are to be brought up to a par with special library standards and guidelines, would be an area of 9,000 square feet.[2]
c. realize that the purchase of a microfiche reader and printer and the acquisition of certain professional educational periodicals on microfilm are immediate necessities.	
d. realize that as the focus of service shifts it will become efficient to introduce automated systems such as a circulation system, a booking system and a periodical routing system.	

[2]Some comparative library "space" figures:

Saskatchewan Teachers' Federation:	11,000 teachers: approximately 9,000 square feet
Manitoba Department of Education:	12,000 teachers: approximately 10,000 square feet
B.C. Medical Library:	4,000 doctors: approximately 6,000 square feet
B.C. Law Society Library:	2,800 lawyers: approximately 8,000 square feet
B.C. Teachers' Federation:	25,000 teachers: approximately 9,426 square feet

LIST OF VISITS MADE

Date	District	Place	Person(s) Met	Visitor(s)
Mar. 8		B.C. Medical Library Service	C.W. Fraser	C. Morrison & K. Kaufman
May 21	7	Nelson School Board	Morris B. Slater (Elem. Sup.)	D. Kaufman
	"	Notre Dame University, Nelson	Ron Welwood, Hans Fadum	"
	"	Selkirk College, Castlegar	John Mansbridge	"
May 22	86	Creston School Board	F. Middleton	"
	"	Creston Elem. School	Bill Constable, Lawrence Lavender	"
	"	Prince Charles Sec. School, Creston	Ernie Naccarato	"
May 23	2	Cranbrook School Board	H. Sayers, W. Phillips	"
	"	Mount Baker Sec. School, Cranbrook	Margaret D. O'Neil	"
	"	Rotary Club Luncheon, Cranbrook	H. Sayers, J.M. Lowe (Supt. of Cranbrook/Kimberley)	"
	"	Cranbrook Public Library	Ms. Sly	"
	3	Kimberley School Board	S. MacKinnon	"
	"	Selkirk Senior Sec. School, Kimberley	A. Matthews	"
May 24	1	Library Development Commission, Cranbrook	Ms. Gordon	"
	"	Fernie School Board	Al Johnson	"
	"	Fernie Sec. School	J. Tapp	"
	"	Fernie Public Library	Grace Gill	"
May 28	24	Norkam Sr. Sec. School, Kamloops	F. Sbrocci	C. Morrison & J. Church
	"	District Resource Center, Kamloops	P. Ohs	"
	"	Cariboo College, Kamloops	D. Williams	"
	"	Thompson-Nicola Lib. System, Kamloops	H. Newson	C. Morrison
	"	Arthur Stevenson Elem. School, Kamloops	E. Richardson	J. Church
May 29	89	District Resource Center, Salmon Arm	J. Bruce	C. Morrison
	"	Enderby Junior Sec. School	Leonard J. Gamble	"
	21	Pleasant Valley Sr. Sec. School, Armstrong	R. Lonsdale	"

Date	District	Place	Person(s) Met	Visitor(s)
May 30	19	Revelstoke Sec. School	W. Hudson	C. Morrison & J. Church
	"	Mount View Elem. School, Revelstoke	Jessie W. Kingswell	"
	"	Farwell Elem. School, Revelstoke	D. Lindsay, John W. Opra	"
May 31	22	J.W. Inglis Elem. School, Lumby	R. Jones	"
	"	J.S. Bloom Sec. School, Lumby	G. Harder	"
	"	Okanagan College, Vernon	F. Paul	"
	"	District Resource Center, Vernon	W. Grabinsky	"
	"	Harwood Elementary School, Vernon	G. Funk	"
June 3	57	Library Development Com., Prince George	P. Boulby	H. Hurt
	"	Prince George Public Lib.	J. Backhouse	"
	"	College of New Calendonia, Prince George	B.E. Husband	"
	"	Prince George School Dist.	Florence L. Willson	"
	"	Medical Library, Prince George Regional Hospital	Doreen Pitman	"
	"	Prince George Sr. Sec. School	L. Rodger	"
June 4		Vancouver City College	R. Carter, Kay Hanson	J. Jackson & E. Willson
		Vancouver Teachers Prof. Library	M. Greer	"
		Law Society Library, Vancouver	T. Heitz	P. Young & C. Morrison
	56	District Librarian, Vanderhoof	L. McIntosh	H. Hurt
	"	Nechako Valley Sec. School, Vanderhoof	P. Stretton	"
	"	Fraser Lake Elem./Sec. School	R. Geary	"
	55	Co-ordinator of Lib. Services, Burns Lake	L. Cochrane	"
	"	McKenna-Decker Lake Elem. School, Burns Lake	G.R. Straker	"
June 5	54	Houston Sec. School	D. Lynn	"
	"	Silverthorne Mem. Elem. School, Houston	E.I. Nordquist	"
	"	Co-ordinator of Libraries, Smithers	D. Helem	"
	88	District Librarian, Hazelton	D. Singh Minhas	"

Date	District	Place	Person(s) Met	Visitor(s)
June 6	80	Co-ordinator of Libraries, Terrace	D. Prins	H. Hurt
	"	Supervisor of Instruction, Kitimat	R. Hughes	"
	"	Mount Elizabeth Sec. School, Kitimat	G. Neumann	"
	"	Nechako Elem. School, Kitimat	R.D. Grant	"
June 7	52	District Resources Center, Prince Rupert	Marion Baker	"
	"	Prince Rupert Public Library	Reference Librarian	"
	"	Roosevelt Park Elem. School, Prince Rupert	A.H. Chester	"
	"	Superintendent of Instruction, Prince Rupert	F.G. Harry	"
		BCSTA, Vancouver	F.H. Johnson, M. Trew	C. Morrison & E. Willson
		Dept. of Ed. A/V Services, Vancouver	W. Groutedge	D. Repel & A. de Santis
June 10		Capilano College	D. Affleck	P. Young & J. Jackson
June 11		Teacher Center, Vancouver	Mr. Reid	P. Palnick & J. Jackson
June 12		Malaspina College, Nanaimo	Barbara Lyall, Ken Rumsby	P. Young
		Vancouver Island Reg. Lib., Nanaimo	Fred White	"
		Qualicum School District	R.S. Boyle	"
June 13		Tahsis Elementary School	Raj Jaswal	"
		BCIT, Vancouver	R. Harris	L. Willson & D. Repel
June 17		Douglas College	D. Williams	P. Young & P. Palnick
June 18	39	Van. School Board A/V Center	Gordon D. Kilpatrick	D. Repel & P. Palnick
June 20		Provincial Educational Media Center	B. Black	L. Willson & D. Repel
June 25		Regional Film Lib., Burnaby	Mr. Macmillan	J. Jackson & D. Repel
June 13		Ontario Institute for Studies in Education (Toronto)		C. Morrison

Date	District	Place	Person(s) Met	Visitor(s)
June 13		Department of Education Library	Allison Armstrong	D. Kaufman
		University of Victoria, Faculty of Education, Curriculum Laboratory	Don Hamilton	"
June 26		Manitoba Department of Education (Winnipeg)	G. D'Arcy	C. Morrison
		Manitoba Teachers Society, (Winnipeg)	R. McClelland	"
June 27		Saskatchewan Teachers' Federation, Saskatoon	R. Rickert	C. Morrison & H. Hurt
		University of Saskatchewan, Saskatoon	K. Coddington, M. Baldock	"
June 28		Saskatchewan Department of Education, Regina	G. Murray, Mr. Neumann, Ms. Davidson, A. Forgay	"
July 19		Camosun College	A.W. Fraser	D. Kaufman
August 6		LEARN, University of Victoria	B. Gillie	J.S. Church

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